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ABSTRACT

This resource guide is designed to be a companion to the Educational Quality Indicator Program (EQuIP) Manual, a compendium of state-adopted quality indicators of program quality in adult education for Florida. The resource guide contains information sheets, references, tips for program improvement, resource persons and suggestions for further information in nine focus areas of quality indicators: (1) educational gains, (2) educational outcomes, (3) retention, (4) recruitment, (5) program orientation, (6) program planning and evaluation, (7) curriculum and instruction, (8) support services, and (9) staff development. Descriptions are provided of tests, forms, reference books, resources, and model programs. (KC)

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Educational Quality Indicator Program (EQuIP)

RESOURCE GUIDE

A hands on resource guide to assist in compliance with the Indicators of Quality for Adult Education Programs in Florida

Companion piece to:

Florida Educational Quality Indicator Program (EQuIP)

Last revised September, 1998

ED 430 108

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Resource Guide

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Educational Quality Indicator Program (EQuIP)
Resource Guide

Introduction

The Educational Quality Indicator Program (EQuIP) Resource Guide is designed to be a companion to the EQuIP Manual. Together they are valuable tools for administrators and teachers seeking to comply with the Indicators of Quality for Adult Education Programs in Florida.

This easy to use resource guide has been color-coded in order for educational agencies to disseminate specific indicators to the appropriate individual responsible for assessment. This color-coding also correlates with the EQuIP Manual.

This combination of resources is appropriate for use by:

- ✓ Local Educational agencies
- ✓ Community-based organizations with demonstrated capability to administer Adult Basic Education Programs
- ✓ Public or private nonprofit agencies, organizations, or institutions
- ✓ Correctional educational institutions
- ✓ Institutions which serve educationally disadvantaged adults and families and
- ✓ For profit organizations which are part of a consortium which has a LEA as the fiscal agent.

TABE Tests

TABE tests measure language, mathematics and reading performance. The test consists of seven categories that assess:

- vocabulary
- reading comprehension
- language expression
- language mechanics
- spelling
- mathematical calculation
- math concepts/application

Practice exercises and a locator test are available to match student skill levels to test levels. There are five levels of the test corresponding to grades 2-4, 4-6, 6-8, 8-12, and 0-12.9 .

TABE evaluate a broad range of skills. The TABE Survey requires approximately two and one half (2 1/2) hours to complete. TABE is not recommended for students with less than grade level 3.0 skills, as they would likely become frustrated with the reading quantity.

Note:CTB/McGraw-Hill has recently (1994) published TABE 7 & 8. This new series is available in five levels, from pre-reading (Level L) to college levels of reading (Level A). Life skills, academic and job skills, and problem-solving are all integrated into the test design. Locator tests, survey tests, and a complete battery in both English and Spanish are available, as well as electronic options. TABE 7 & 8 include assessment in reading, mathematics, language, and spelling.

ABLE Tests

ABLE tests measure several basic education skills. The tests consist of five categories that assess:

- vocabulary
- reading comprehension
- spelling
- language
- number operations
- quantitative problem solving

The ABLE test is available in three levels, relating to the skills usually taught in grades 1-4, 5-8, and 9-12. Two equivalent forms at each level are available for pre- and post-testing. Also, a short locator test is available to determine the appropriate test to administer.

The ABLE is often used with adult basic education. The content of the test is adult in nature. The Level 3 math section has few algebra and geometry problems. Therefore, students may pass the ABLE test but then need remedial math to succeed in technical schools or colleges.

Computer Assisted Tests

Presently, several publishing companies of adult education materials are designing computerized, standardized test. As these tests become available for adult education programs, they will be included in these resources. Currently, the following computer assisted tests are available:

PLATO, owned by the Roach Organization, is an integrated learning system which provides a pre-test/post-test component for each PLATO unit.

WICAT, an IBM system, has standardized tests on-line, including WICAT Test of Basic Skills, WICAT Skills Assessment Test, and WICAT GED practice tests. Ability Profile Tests are also available to identify learning styles of students.

CTB/McGraw-Hill has recently (1994) published TABE 7 & 8. Problem-solving, life skills, and academic and job skills are all incorporated into the test design. Locator tests, survey tests, and a complete battery in both English and Spanish are available with electronic options.

List of Adult Education Tests

Test	Purpose
AMES (Adult Measure of Essential Skills)	
BEST (Basic English Skills Test)	To determine the writing, reading, listening, and speaking ability if low proficiency or non-native English speakers.
CASAS Adult Life Skills-Reading	To determine a student's ability to use basic reading skills in everyday life situations.
CASAS Adult Life Skills- Listening	To determine a student's English listening comprehension in daily, common situations.
ESLOA (English Second Language Oral Assessment)	To determine non-native English speaking students' ability to understand and speak English.
GED Official Practice Tests	To determine a student's readiness to successfully take the GED exam.
READ (Reading Evaluation Ad Diagnosis)	To determine a student's reading needs and progress.
TABE (Test of Adult Basic Education)	To determine a student's reading, writing, and mathematics achievement.
Computer Assisted Tests	Tests for Adult Education programs that are developed to be used with computers.
WBST (Wonderlic Basic Skills Test)	
MAPS (Multiple Assessment Placement Service)* For use by Community Colleges	

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Focusing Exercise

In order to become more test-wise, students must use their time effectively when taking tests. Any form of assessment, such as test taking, can be very stressful for students. Many times students who actually know the material do not effectively demonstrate their knowledge capacity because of their inability to relax and concentrate on the material. No topic in adult education is more crucial than the question of how learning and progress are to be documented. In preparation for assessment, the teacher and student should function as a team to address the following focusing components:

Documented Need: Teachers should work with students to relate the material to be assessed to real life situations. This will help to produce a more relaxed student attitude prior to assessment.

Proof of Current Knowledge Level: Teachers and student work together to demonstrate and document for the student (pre tests) the student's current level of knowledge on the topic prior to the assessment. Any gaps can be more effectively addressed in a timely manner.

Documentation of Learning: Students utilize teacher-made materials to discuss possible answers to topics which will be tested. This step allows groups of students to research answers and to come to consensus on the best possible answers. Group work would closely mirror cooperative learning education practices.

Learning-Centered Approach: Adult students need to control their learning as they control other aspects of their lives. Teachers and students must work together to effectively analyze the pace of student learning taking place prior to teacher assessment of that learning process.

Achievement Target Examples

Knowledge	Learning how to do basic math, such as adding and subtracting four and five digit numbers.
Thinking	Using knowledge gleaned in math to determine whether or not one has enough money to purchase a luxury item.
Behaviors	Deciding to make a budget and abide by it so as to be able to purchase a luxury item at a later date.
Products	The budget itself is the actual product.
Affect	Self-concept and values are enhanced when one is able to delay gratification of luxury item until one is sure he/she is capable of paying for it.

Anecdotal Record Form

Anecdotal Record Form

Date:_____ Student Name:_____

Instructional Situation:_____

Instructional Task:_____

Behavior Observed:_____

_____

_____

_____

This behavior was important because:_____

_____

_____

_____

_____

Examples of Student Portfolios

Portfolios may contain numerous samples. Two main criteria for selecting samples include: determining the audience it is designed for and the purpose of its use. As an assessment tool, the portfolio needs to show both the student's growth over time in specific areas and also include samples of the student's best work. The following list includes acceptable portfolio inclusions.

- Teacher anecdotal records
- Conference records between teacher and student
- Student interest inventories
- Teacher made test in all subject areas
- Standardized test scores
- Student written reflections of own progress
- Self-esteem folder including awards, snapshots, community activities, family activities
- Journal entries
- Videotapes of oral and listening comprehension activities, including teamwork and group interactions
- Learning contracts between teacher and student
- Writing samples including a complete package from the first draft through editing, revising, and the final product
- Reading inventories or checklists
- Responses to reading, such as book reports/reviews
- Research reports
- Mathematics checklists
- Computer disk containing samples of student's work
- Personal inventories
- Applies performance tests
- Interviews and self-evaluations
- Observation rating scales

Portfolios

Research in classroom assessment suggests that assessment needs to be ongoing and representative of what a student knows and values. Portfolios need to be reality based, value-driven, accountable, and integrated with actual classroom instruction. The following strategies are feasible tools to guide you in portfolio development.

1. *Determine who designs the portfolio.* The driving force for portfolio assessment needs to be from students and teachers. If portfolios are required from those "above," it is likely their potential value will diminish. Portfolios are a unique way to preserve, showcase, and document what is taking place in the classroom. Because of the open-entry, open-exit policy in Adult Education, it is recommended portfolios be maintained for five years from each entry date. They need to be available for review to district/state educational stakeholders.

2. *Determine the purpose* of the portfolio and know your audience(s). The purpose of the portfolios will influence the content, design, connection to instruction, and the attitudes developed toward them. When portfolios reflect some standardization regarding the types of inclusions in them, they may even serve effectively for large-scale assessment at the district or state levels.

3. *Determine the relationship* among curriculum, instruction, and portfolios. Portfolios provide a framework in determining the criteria for selection of student work. This requires that both teacher and students know their audiences, do self-reflection, and think about what is valuable. Furthermore, by having targets for assessing student performance, the teacher must possess a clear focus on the curriculum. Using portfolios allow students

Portfolios, continued

to readily see their growth as well as their deficit areas. This also aids teachers in their instructional goal-setting for individual students.

4. *Determine the content to be covered* in the portfolio. Content for portfolios usually include a combination of assessment entries. Entries need to be both required and open-ended. They may be teacher selected, student and teacher selected, and/or student selected. However, regardless of who chooses the content, its purpose is to represent the capabilities of each student in various settings. Both students and teachers need to establish the purpose and uses of each individual's portfolio.

5. Determine the criteria for the portfolio. Portfolios may be judged for single entries or as a whole package. Different criteria are necessary to assess portfolios in each of these instances. Therefore, the teacher and students need clarity on what and when to employ different criteria for assessments.

6. Determine who manages the portfolio. Legal issues must be considered in managing portfolios. All stakeholders may desire "ownership." An agreement among teachers and students is necessary prior to making public any entries displayed in student portfolios.

Learning Contracts

Learning contracts assist learners in meshing their needs with their educational outcomes. Learning contracts are written agreements between the student and teacher to clarify objectives, determine evaluation procedures, and help students commit to the learning process. Students tend to enjoy the independence and sense of control they have over their own learning when developing learning contracts.

One of the best ways to help adult learners become more self-guided is through the learning contract. This tool allows the student to figure out their learning needs, to plan activities for their learning, to choose and locate resources that are meaningful, and to become able to self-evaluate. The teacher's role becomes one of guiding students to focus on realistic and workable goals. Effective teachers who use learning contracts possess the following traits:

- are warm and accepting of the students;
- believe in the students' ability to self-plan;
- view themselves as equals with learners;
  are open to new learning experiences themselves

Contracts are non-negotiable, partially negotiable, or mostly negotiable. Specific features in all three contracts include:

1. Students have contracts that specify a time of completion for a particular task.
2. Students keep a folder or notebook of the original, signed contract and their work.

Learning Contracts, continued

3. A contract specifies the responsibilities of both the teacher and the student.
4. A contract contains a self-selection component that can be worked on during any class period.
5. Teachers and students have access to "graded work" and "ungraded work" boxes.

Example of a Learning Contract

Learning Contract

This is an agreement between the teacher and student to complete the following tasks, by the designated date, for the stated objective.

What? To learn the necessary skills to balance a checkbook.

How? Learn how to add and subtract five-digit numbers.

When? This objective will be achieved within four weeks form the contract signing date.

Where? The teacher will provide CAI to teach addition and subtraction of five-digit numbers. He/She will also be available to provide performance assessment activities, first modeling balancing a checkbook, then observing the student implement the new objectives to accurately balance a checkbook. The student will also complete a self-evaluation of his/her attainment at the end of the four weeks.

Teacher Signature:_____Date:_____

Student Signature:_____Date:_____

Tutorial on Peer Learning Groups

Research in adult education indicates that peer learning groups aid in the development of self-directed learning. These groups provide support, exchange information, stimulate new ideas, and assist in locating resources. One of the most used and often successful types of peer learning groups in adult education is the "discussion group." When students have opportunities to test their behaviors and values by discussing them with others, they often become mote affective and accepting of divergent views. Learning to consider alternative views is a process many adult education students are striving to achieve. As a facilitator of discussion groups the teacher mat address the following steps to promote effective peer group learning.

1. Identify the traits of effective discussions. The topics discussed need to be of mutual interest. The conversation must have a purpose. Everyone in the group needs to have the opportunity to participate.

2. Explain the importance of all members participating. The success of group discussion lies in the balance of participation among the group members. As the leader, provide a secure atmosphere that encourages collaborative discussions.

3. Describe the four conditions that enhance group discussion and group learning:

- Establish an appropriate culture for discussions which provides the guidelines and rules for all discussions.

Tutorial on Peer Learning Groups, continued

- Determine the focus and purpose of the discussion before it begins.
- As the leader, be knowledgeable in the role of group dynamics. Facilitate discussion of apparent isolates. Re-direct focus of members who become too dominating of the discussion.
- Encourage participants to develop and use their reasoning skills. This will help discussants be more aware of their own inconsistencies in thinking. Also, promote development of better communication skills for members so that their ideas and expressions are more easily understood.

Journal Writing

Journal writing is an activity that lends itself well to self-reflection and evaluation. Both formal and informal journal writing are possible. Formal journal writing entails the student receiving a specific focus and structure to write about. Topics usually relate to personal experiences. Informal journal writing, often done daily, provide time for adult learners to share personal concerns with the facilitator in a more casual way. Often students share their writings with other class members. Journal writing creates greater fluency; that is, students who engage in it often choose to write more often of their own volition. The key is to get students started writing.

Example of Formal Journal Writing:

Divide the class into partners with each partner keeping dialogue journals. Partners take turns reading each other's journals at the designated time intervals. The topics to write about are stated by the teacher. For example, write about your favorite week-end activity and share it with your partner. The partner then writes dialogue to the sender, and responds to the writing as well as share his personal fun week-end activities.

Example of Informal Journal Writing:

Students spend the first fifteen minutes in class writing about anything they like. They may choose to share their thoughts with others or the teacher. the goals of this writing are to promote fluency and to encourage self-reflection. Although the teacher will not have time to respond to all writing everyday, specified response patterns may be identified.

Case Records

The case record is a writing activity that is based on a problem situation the student has encountered. It is an excellent tool to promote self-reflection. The steps for case recording are explained with the following questions:

1. What was the problem? What was your role?
2. What was the desired outcome or goal? What did you hope for?
3. What other choices did you consider to solve the problem?
4. What action did you take to reach your goal?
5. Did you reach your goal? What was the outcome?
6. Did things work out the way you planned? Would you do anything differently now that it's over?

Using the sequence of the above questions, an example of a case record follows:

1) My neighbor parked his 18-wheeler on the property outside my fence.
2) I wanted him to park elsewhere and stop parking on my grass.
3) I considered ignoring it or calling the police.
4) I talked with him personally and explained to him that the weight of his truck was causing rut marks in my yard as well as killing the grass. I asked him to please park elsewhere.
5) Yes, he did start parking across the street.
6) Things worked out as I had planned, but if I could do it over I would have told him sooner because now my grass is dead and must be replaced.

CASAS

CASAS is a non-profit organization created to assist educators in providing comprehensive systems of learner-centered curriculum management, assessment and evaluation. CASAS is currently utilized throughout the United States in many adult education centers. CASAS uses both authentic assessment and functional context approaches. Not only does CASAS have the potential to provide standardized assessment results, but it also assesses writing, applied performance measures, and observation checklists/rating scales. As is pedagogically proper, CASAS' assessment is linked with curriculum and instruction.

Example of a Personal Interview

1. Student name
2. Address
3. Home Phone
4. Work Phone
5. Work Place
6. Support contact person
7. Educational history

8. What would you like to be doing as a career five years from now?

9. What training is needed to achieve this goal?

10. What academic area is your greatest strength? Your greatest weakness?

11. What do you like to do with your free time?

12. What talents do you have that others could benefit from your sharing them?

Section 353 Abstracts, 1995-96
Florida Community College at Jacksonville

Student Success Tracking System (SSTS) Dissemination

Florida Community College at Jacksonville (FCCJ), with the collaboration of the ten state educational institutions and agencies that comprise the Student Success Tracking System, seeks to address the need for school improvement and accountability by disseminating its customized computer-based tracking system. SSTS addresses the literacy needs of Florida's **undereducated, disadvantaged, and other target adult learners** by providing an automated means of capturing and reporting data that can be used to improve student success, program responsiveness, and accountability. It will enable participating LEAs (Local Education Agencies) to move toward assessment based on performance and will help meet the need for measures of performance outcomes in adult education.

The **goal** of this project is to provide LEAs with an innovative and flexible tracking system that will promote program quality through effective planning and evaluation, and demonstrate the effectiveness of adult education programs. SSTS dissemination will enable participating LEAs to effectively capture and report on indicators of adult education program quality. Once an agency has input SSTS data for a complete term, it will be able to effortlessly produce reports on indicators such as educational gains and outcomes, student retention, recruitment, curriculum and instruction needed, and support services. Additionally, SSTS itself directly addresses program quality indicator 6.0, program planning and evaluation by providing for comprehensive student tracking and follow-up.

SSTS dissemination project **objectives** are to recruit and select Florida LEAs to implement the SSTS: promote the SSTS at State conferences; develop planning materials that will prepare agencies for successful implementation; keep the SSTS responsive to changes in State trends and issues related to adult education program accountability; enhance LEA staff and faculty SSTS training during and beyond the grant period by developing training videos; facilitate SSTS implementation by participating agencies; increase LEA administrators' buy-in; and facilitate national dissemination.

Additional information is available from the Florida Adult & Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

Leon County Schools

Florida Automated Student Performance Standards System (FASPS)

With the approach of Florida's new plan for school improvement and accountability, increasing emphasis will be placed on **measurable student outcomes**. Not only will this require individual schools to access baseline data for their student population, it will require schools to analyze such data from year to year in order to develop plans for school improvement. In adult education, easily retrievable data on student performance, grouped by class and district-wide, is often difficult to obtain since adult education is voluntary and students come and go. Standardized tests are not the best measures of student performance but there is a need to analyze and report what students have learned. There may be other ways to measure student performance which are correlated to student outcomes. These may be considered as genuine measures to be used in planning for school improvement and reporting accountability.

The **goal** of this project is to establish and promote the collection of complete data on continuous student performance in relation to reporting for and developing School Improvement Plans to meet the objectives established in Blueprint 2000. Administrator and teacher training are essential parts of this project. The training will include promotion of technology for teachers and administrators through use of an automated student data collection system. The FSPS computer program is a system of reporting total student progress/attainment of student performance standards and allows for information on any Florida student, school or county to be reported on NCS scan forms or put into the computer by hand.

This project will address the program goals of providing instructional programs to the adult population lacking basic and functional literacy skills and serving any of the adult populations outlined as target groups in Florida's adult education program, most specifically **educationally disadvantaged adults, adults with disabilities and limited English proficient adults**. Since a part of providing instruction to adults include the monitoring of student progress, this project aims to assist in the monitoring of student progress for any adult student in a course which has identified student performance standards, but will mostly assist in monitoring and reporting progress for those students functioning at the lowest levels.

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Test Wiseness

1. Assist students in ***using time effectively***. Suggest to them that when they are unsure of an answer, mark the item, go on, and come back to it later. Provide focusing and pacing activities for the students.

2. Assist students in ***avoiding errors***! Explain to them that they should read the directions carefully, mark their answers clearly and erase errors completely. Suggest they check their work with any time remaining.

3. Assist students in ***ruling out poor alternatives*** . Teach them to read ALL choices first and to key in on strong words (always, never, etc.) which may indicate a wrong choice.

4. Assist students in ***identifying when to guess!*** Explain to them how guessing is scored for each particular test. If they can eliminate at least one choice, then encourage them to guess the right answer.

5. Assist students by ***teaching specific study skills*** for the various types of tests they may encounter (e.g., short essay, multiple choice, matching, True/False).

Familiarize yourself with the types of Standardized Tests.

✓ **Norm-referenced**: Compares student gains to other students' progress. This test compares a learner's score to others who have taken the test. For example, reading at a ninth grade level means the learner scored on a test in the same range as most students in the ninth grade who took the same test. Test items are selected to show differentiation among test-takers.

✓ **Criterion-referenced**: Compares student gains to specific academic objective or criteria. The learner's score is compared to a set standard, such as 70, 80, or 90 percent mastery of a category of skills. Items selected are based on the significance of the item, not on how well the item differentiates abilities among people.

✓ **Competency-based:** Items on this test are designed to measure specific competencies or objectives.

✓ **Curriculum-based:** Items or tasks on this test are designed to assess whether students are mastering curriculum taught.

Student Intake Form

Student Profile

Date: _____

Name: _____ Sex: M____ F_____
Last First Middle

Address: _____
Number Street City St Zip

Phone: ( ) _____ Social Security No. _____

List 3 relatives or friends, locally, with whom you have regular contact.

Name Address Phone Relationship

1. _____

2. _____

3. _____

Place of Birth: _____ Native Language _____

Ethnic Group: Asian ____ Caucasian ____ Filipino ____
Hispanic ____ Black ____ Other ____

How long have you lived in the U.S.? _____ years _____ months

How many years did you attend school? _____ In the U.S.? _____ In another country? _____ In a Refugee Camp? _____

Student Intake Form, continued

Educational Goals

Why do you want to go to school now? (Check all that apply)

a. To enter a job training program
b. To get a job (or a better job)
c. To get along better in everyday life
d. To pass the GED
e. To get a high school diploma
f. To go to college
g. To start a business
h. Personal reasons
i. Other _____

Vocational Goals (Check only ONE)

_____ I want a job now
_____ I want a job later, after I learn _____
_____ I'm looking for a job. In what area? _____
_____ I don't need a job at this time

In order of preferences, what jobs would you like?

1st choice _____

2nd choice _____

3rd choice _____

Do you have a job now?_____ Full-time _____ Part-time _____

If yes, what kind of job do you have? _____

Student Intake Form, continued

Job Training

Describe the training you have had and when the training took place

_____

_____

_____

Work History

Dates worked	Occupation	City, State	What I liked liked about the job	What I didn't like

Student Intake Form, continued

DO NOT WRITE BELOW THIS LINE

Testing Information: (i.e., listening, lifeskills, reading, math)

Date	Test Form	Score	Skills attained toward goals

Student Intake Form, continued

Plans

	Short-term goals	√ if achieved	Long-term goals	√ if achieved
AUG	1. 2. 3.		1. 2. 3.	
SEP	1. 2. 3.		1. 2. 3.	
OCT	1. 2. 3.		1. 2. 3.	
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Student Intake Form, continued

	Short-term goals	√ if achieved	Long-term goals	√ if achieved
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MAY	1. 2. 3.		1. 2. 3.	

Program Placement

Date	Program	Objective	Length	Hours/Day

Student Personal Plan Sheet
For End-of-Program Goals

Name:_____ Date:_____

1. My personal end-of-program goals are to:

_____
_____
_____

2. I feel the following may keep me from reaching my goals:

___ I'm not able to learn the needed skills.
___ I don't want to really work for it.
___ I fear failing.
___ Others really don't want me to reach my goals.
___ My goals are too hard to reach.

3. What can I do to see to it that I reach my goals, and not let the above feelings hinder me?

_____
_____

4. Who can help me? (List support people here)
Name How?

_____
_____
_____

Student Personal Plan Sheet For End-of-Program Goals, continued

5. What are my chances of reaching my goals?

   Excellent___Good ___Fair ___ Poor ___

Why do I feel this way? _____
_____
_____

6. What are some good things that will result if I reach my end-of-program goals?

_____
_____
_____

7. List the first 3 short-term goals you will do to reach these long-term goals (include the date by which you hope to reach them).

_____ _____
_____

8. What accomplishments have I made toward my end-of-program goals? (Use your short-term goals to identify this)

_____
_____
_____

Student Personal Plan Sheet
For End-of-Program Goals, continued

9. Have any of my goals changed? ____yes ____ no

   If yes, what are the changes? _____

_____

_____

10. If so, what must I do differently now to reach my new end-of-program goals? (Identify any new short-term goals and dates)

_____

_____

_____

Check one:

_____ I am happy with my commitment this period to reaching my goals.

_____ I must become more self-directed and more committed to achieving my goals.

_____ _____

Student Signature Date Teacher Signature Date

Section 353 Abstracts, 1995-96

Florida Community College at Jacksonville

Student Success Tracking System (SSTS) Dissemination

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The **goal** of this project is to provide LEAs with an innovative and flexible tracking system that will promote program quality through effective planning and evaluation, and demonstrate the effectiveness of adult education programs. SSTS dissemination will enable participating LEAs to effectively capture and report on indicators of adult education program quality. Once an agency has input SSTS data for a complete term, it will be able to effortlessly produce reports on indicators such as educational gains and outcomes, student retention, recruitment, curriculum and instruction needed, and support services. Additionally, SSTS itself directly addresses program quality indicator 6.0, program planning and evaluation by providing for comprehensive student tracking and follow-up.

SSTS dissemination project **objectives** are to recruit and select Florida LEAs to implement the SSTS: promote the SSTS at State conferences; develop planning materials that will prepare agencies for successful implementation; keep the SSTS responsive to changes in State trends and issues related to adult education program accountability; enhance LEA staff and faculty SSTS training during and beyond the grant period by developing training videos; facilitate SSTS implementation by participating agencies; increase LEA administrators' buy-in; and facilitate national dissemination.

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Section 353 Abstracts, 1995-96, continued

Leon County Schools

Florida Automated Student Performance Standards System (FASPS)

With the approach of Florida's new plan for school improvement and accountability, increasing emphasis will be placed on **measurable student outcomes**. Not only will this require individual schools to access baseline data for their student population, it will require schools to analyze such data from year to year in order to develop plans for school improvement. In adult education, easily retrievable data on student performance, grouped by class and district-wide, is often difficult to obtain since adult education is voluntary and students come and go. Standardized tests are not the best measures of student performance but there is a need to analyze and report what students have learned. There may be other ways to measure student performance which are correlated to student outcomes. These may be considered as genuine measures to be used in planning for school improvement and reporting accountability.

The **goal** of this project is to establish and promote the collection of complete data on continuous student performance in relation to reporting for and developing School Improvement Plans to meet the objectives established in Blueprint 2000. Administrator and teacher training are essential parts of this project. The training will include promotion of technology for teachers and administrators through use of an automated student data collection system. The FSPS computer program is a system of reporting total student progress/attainment of student performance standards and allows for information on any Florida student, school or county reported on NCS scan entered by hand.

This project will address the program goals of providing instructional programs to the adult population lacking basic and functional literacy skills and serving any of the adult populations outlined as target groups in Florida's adult education program, most specifically **educationally disadvantaged adults, adults with disabilities and limited English proficient adults**. Since a part of providing instruction to adults include the monitoring of student progress, this project aims to assist in the monitoring of student progress for any adult student in a course which has identified student performance standards, but will mostly assist in monitoring and reporting progress for those students functioning at the lowest levels.

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Interviews

Entry Interview

1. Description of Entry Interview

New clients are briefly interviewed by the center receptionist, aid, or clerk. This may be done by telephone when the client first calls when he/she arrives at the center.

2. Collecting Information

A questionnaire is useful in obtaining information on the new student which later may be useful for evaluation purposes. The following information is important data to collect at the entry interview:

- ✓ registration date
- ✓ client's name
- ✓ address
- ✓ telephone number
- ✓ personal characteristics (# of dependents, etc.)
- ✓ work history and current status
- ✓ income level
- ✓ level of education and career schooling
- ✓ educational/career goals
- ✓ personal objectives in using the center
- ✓ source of client's knowledge of center

Once this form is completed, a teacher or other professional staff may suggest services available to meet the student's identified needs. These forms are stored in the center's file.

Interviews, cont.

3. Analyzing and Reporting Results

The data provided will assist schools in identifying the kinds of students enrolled in the program. A monthly data summary table using the data collected on the questionnaire form can provide clarity on how both the types and numbers of clients are changing over time.

The entry interview provides schools with a description of its students, as well as their initial perceptions of the center. This information may assist schools in identifying their effectiveness in recruiting sundry populations.

Exit Interview

1. Description of Exit Interview

These interviews (which take about 20 minutes) are done with each student when he/she chooses to exit the program. This assesses the impact of the center on the student, as well as determining the student's rating of the center.

2. Collecting Information

The following data are relevant in an exit interview.

- ✓ client
- ✓ exit data
- ✓ services used by client
- ✓ frequency of use

Interviews cont.

- ✓ impact on client's knowledge
- ✓ impact on client's attitude
- ✓ impact on client's behavior
- ✓ client's rating of center services
- ✓ client's rating of center staff
- ✓ client's rating of center administrative procedures
- ✓ client's recommendations for improving center

3. Analyzing and Reporting Results

Information obtained from exit interviews provide a number of options for analysis. Analysis can be categorized by students' personal traits, job histories, and/or educational backgrounds. The exit interview can also supply feedback to the center on the degree of effectiveness it has accomplished with individual students, and when compiled, with specific segments of the served society.

Follow-up Interview

1. *Description of the follow-up interview*

This interview, conducted preferably six months after the student has exited the program, serves to inform the center the degree to which prior students have employed the school's services in their current, actual experiences. Follow-up studies often provide insight and information about students that exit interviews alone do not provide.

Interviews, cont.

2. Collecting information

Data for the follow-up interview may include the following:

- ✓ client
- ✓ educational activities since entering center
- ✓ job activities since entering center
- ✓ future education plans
- ✓ future personal plans
- ✓ relation of past activities and future plans to center services.

Staff at the school may conduct short telephone interviews at the six-month anniversary of the student's termination. Because it is often difficult to contact some clients who have exited, the school may have to use a representative sample of students.

3. Analyzing and Reporting Results

Numerous conclusions may be reached by analyzing data collected from follow-up interviews. Information may be categorized by job histories, educational backgrounds, and personal characteristics to determine the degree of balance attained at the center in servicing diverse groups.

Additionally, comparisons may be from among entry, exit, and follow-up interviews of clients, to determine changes in their perspectives toward future directions. Finally, follow-up data may provide centers with feed-back on the benefits the exiting students place on services provided by the adult education programs.

* Source: Schmelter, H.B., Ed.(1980). Adult Access to Education and New Careers: A Handbook for Action. College Entrance Examination Board, New York.

Student Tracking

Florida has the Florida Education Training Placement and Information Program (FETPIP), which tracks adult education and GED students regarding income, employers, continuing education, military enlistment, and incarceration. However, the data are limited. The Data/MIS Practitioner's Task Force committee is currently refining Florida's current student tracking system. This new system, called the Workforce Development Information System (WDIS) should be available in 1998 or early 1999.

Often students leave programs only to later enroll in adult education at a different site. Networking among counties that are located in close proximity could identify such students by developing a common data bank of student data in those counties. Using intake forms will assist in student tracking. When used in unison with the **Personal Plan Sheet for End of Program Goals (Resource # 2-2),** the staff will have a clearer picture of enrollees' intentions regarding time commitment to the program. It may be that some students have only short-term goals for now. If this is so, when they attain them they may choose to exit the program. By identifying their short-term goals and anticipated date of attainment, staff are alerted to the time commitment of students.

While it may be beneficial to encourage commitment to long-term goals by students, the short-term approach is compatible with the open-entry, open-exit policy. Accepting that some students have only short-term goals, at least for now, allows the staff to document "attainment of goals" even though it is not completion of a GED or a high school diploma. Using the Personal Plan Sheet will assist the staff in tracking the students for likely time frames for students' re-entering and exiting the program. The form also provides documentation of "goal attainment" whether short-term or long-term.

Student Intake Form

Student Profile

Date: _____

Name: _____ Sex: M____ F_____
Last First Middle

Address: _____
Number Street City St Zip

Phone: ( ) _____ Social Security No. _____

List 3 relatives or friends, locally, with whom you have regular contact.

Name Address Phone Relationship

1._____

2. _____

3. _____

Place of Birth: _____ Native Language _____

Ethnic Group: Asian ____ Caucasian ____ Filipino ____
Hispanic ____ Black ____ Other ____

How long have you lived in the U.S.? _____ years _____ months

How many years did you attend school? _____ In the U.S.? _____ In another country? _____ In a Refugee Camp? _____

Student Intake Form, continued

Educational Goals

Why do you want to go to school now? (Check all that apply)

a. To enter a job training program
b. To get a job (or a better job)
c. To get along better in everyday life
d. To pass the GED
e. To get a high school diploma
f. To go to college
g. To start a business
h. Personal reasons
i. Other _____

Vocational Goals (Check only ONE)

_____ I want a job now
_____ I want a job later, after I learn _____
_____ I'm looking for a job. In what area? _____
_____ I don't need a job at this time

In order of preferences, what jobs would you like?

1st choice _____

2nd choice _____

3rd choice _____

Do you have a job now?_____ Full-time _____ Part-time _____

If yes, what kind of job do you have? _____

Student Intake Form, continued

Job Training

Describe the training you have had and when the training took place

_____

_____

_____

Work History

Dates worked	Occupation	City, State	What I liked liked about the job	What I didn't like

Student Intake Form, continued

DO NOT WRITE BELOW THIS LINE

Testing Information: (i.e., listening, lifeskills, reading, math)

Date	Test Form	Score	Skills attained toward goals

Student Intake Form, continued

Plans

	Short-term goals	√ if achieved	Long-term goals	√ if achieved
AUG	1. 2. 3.		1. 2. 3.	
SEP	1. 2. 3.		1. 2. 3.	
OCT	1. 2. 3.		1. 2. 3.	
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Student Intake Form, continued

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_____
_____

4. Who can help me? (List support people here)
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_____
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_____

Student Personal Plan Sheet
For End-of-Program Goals, continued

5. What are my chances of reaching my goals?

   Excellent___Good ___Fair ___ Poor ___

Why do I feel this way? _____
_____
_____

6. What are some good things that will result if I reach my end-of-program goals?

_____
_____
_____

7. List the first 3 short-term goals you will do to reach these long-term goals (include the date by which you hope to reach them).

_____ _____
_____

8. What accomplishments have I made toward my end-of-program goals? (Use your short-term goals to identify this)

_____
_____
_____

Student Personal Plan Sheet
For End-of-Program Goals, continued

9. Have any of my goals changed? ____yes ____ no

   If yes, what are the changes? _____

_____

_____

10. If so, what must I do differently now to reach my new end-of-program goals? (Identify any new short-term goals and dates)

_____

_____

_____

Check one:

_____ I am happy with my commitment this period to reaching my goals.

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Student Signature Date Teacher Signature Date

Section 353 Abstracts, 1995-96

Florida Community College at Jacksonville

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Section 353 Abstracts, 1995-96, continued
Leon County Schools

Florida Automated Student Performance Standards System (FASPS)

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Follow-Up Surveys

Follow-up surveys are effective tools to determine the reasons students leave adult education programs. Some information regarding adult students' new directions may be obtained from FETPIP. However, FETPIP data are limited to samples of adult education populations. The Florida Education Training Placement and Information Program (FETPIP) provides follow-up data in students in adult education and GED classes related to incarceration, continuing education, income, and employment. If additional data are desired, follow-up surveys may be employed.

Effective follow-up surveys should be conducted in the proper sequence. These sequential steps are:

a. ***Determine scope of data collection***

Initially, you must determine what information you need to collect. This will influence the value of the information you receive in the follow-up surveys. Then decide the scope of students to include in the follow-up. Will you do a random sampling or a census of students?

Your purpose for conducting the follow-up will greatly impact the method(s) you use. Assess that the range and cost of the follow-up is influenced by the number of students surveyed. Finally, determine how often and at what time intervals follow-up surveys are to be administered.

b. ***Identify data sources***

Planning can be crucial for follow-up information. When students are identified in the intake/orientation process, it will enhance follow-up surveys. (See Descriptor 3.2, Module 2). Additionally, it is proactive to inform students that at intervals they will be asked to complete follow-up surveys as a basis for program improvement.

Follow-Up Surveys, cont.

Encourage them to participate when they are called and/or interviewed. Creating the mind set early-on that you care about what happens to students down the road will enhance student cooperation when follow-up surveys are attempted.

c . ***Assess resource needs and goals***

Determine your purposes for conducting follow-up surveys. Ultimately, the purpose is to improve programs so that adult education students attain their goals. Consider all avenues of potential resources. This includes LEA's in neighboring counties. Network with them and devise strategies such as data banks to locate students for follow-up data. Also consider other support agencies and services that LEA's collaborate with to obtain student data.

d. ***Prepare for data collection***

Determine when, how, and who will conduct the follow-up surveys. Telephone surveys are often the easiest approach. Interviewers need explicit directions on procedures for conducting the follow-ups. Perhaps teachers could be given release time at intervals to conduct the phone interviews on a rotating basis. Volunteers, support staff, and students interested in doing a research project on adult education programs are other options. At any rate, include training for the interviewers so that procedures are in place.

e. ***Collect follow-up data***

Devise a system for coding the information obtained in the follow-up collection. If phone numbers are not available, a post card may help you locate the former student. Send a return addressed stamped postcard with your questions on the back:

Follow-Up Surveys, cont.

1. What is your phone number?
2. Are you in school? Where?
3. Are you working? Where?
4. Describe your adult education experience.

Coding survey results may be done utilizing individual boxes:

In-box:	Follow-up surveys on students who are to be called.
Out-box:	Surveys completed with information obtained.
Refusal Box:	Surveys of students who refused to answer it.
Lost Box:	Surveys of those students you can not locate.
Call Back Box:	Surveys are pending for various reasons (i.e., student not home, no answer, agreed to do interview at later date, etc.).

Having such a system will allow numerous interviewers to participate in the data collection with minimum confusion.

f. ***Analyze and implement the data results***

Once follow-up procedures are completed, use the data to determine patterns of strengths and weaknesses in each LEA. Using the results, implement new strategies as needed to promote student retention in adult education programs.

To encourage long-term student retention, try sending post-cards during the school year to students who are attending, stating your respect for their commitment to reaching their education goals.

Retention Strategies

There are four components of positive retention actions, as identified by Tracy Mumford (1994). These include:

- ***envision and commit to your program***
- ***elicit and give support***
- ***apply structure systematically***
- ***provide quality instruction***

Envision and Commit to your Program

Vision and commitment to student success is a top priority in promoting student retention. To achieve these goals, it is vital that leaders and students have a clear focus on their meaning of "program completion", how students' retention is measured, and how improvement of retention rates is fostered through program organizational procedures.

Research shows that up to 75% of college students change their majors before graduating. Similarly, adult education students often change their program completion goals. Procedures within the system need to allow for such goal changes. A system which identifies when student goals change is necessary for effective program functioning and accountability.

Furthermore, students' life situations change. While these situations require consideration, program leaders and faculty must continue to demonstrate commitment to student success. This commitment includes accepting the dynamic nature of students' goals and situations, while continuing to encourage and guide them to overcome obstacles.

One method to achieve commitment is to determine with each student the progress made monthly as it relates to one's end-of-program goals. (Any changes in these goals will surface at that time).

Retention Strategies

As this occurs, appropriate changes are made on the students' personal learning plan sheets so that new educational goals are included.

This process and structure invites students to constantly focus on where they are and where they want to go.

To assist students in attaining their vision, the process must begin at the intake and orientation stages. From the inception of students' commitment to partake in adult education, it is critical that they perceive the program as a tool to achieve their goals. The more this is a reality, the more priority the student will place on program completion. Because **no one panacea exists** for promoting student retention, multiple strategies to reinforce the importance of retention, as well as the commitment by administrators, teachers and students to keeping students active in adult education programs are required.

Elicit and Give Support

The affective domains of adult education students deserve attention as well as the cognitive domains. Such support enhances adult education students' confidence, positive self-concept, educational and personal transitional adjustments, and their willingness to problem-solve and cope.

Research literature guidelines for providing effective support encourage teachers to :

- ✓ **Establish** a positive rapport with students early on. Assist them in identifying support systems, including their family members, friends, classmates, school staff, and support agencies such as health, social and job placement services.

Retention Strategies, cont.

- ✓ **Provide** counseling which assists students in realistic goals-setting. Foster a vision that says to the student, ***"you have goals and we can help you reach them!"***
- ✓ **Through** actions, promote caring and trusting relationships. Affective traits such as respect, concern, understanding, and encouragement stimulate student retention.

Apply Structure Systematically

Numerous factors related to structures, policies, and procedures in LEA's influence the likelihood of students remaining in adult education programs. For example:

- ✓ **Include** in your recruitment strategies specific information about the program and help potential students assess how it can meet their needs.
- ✓ **Use** intake/orientation effectively by helping student to discern the expectations and commitments required for the program to properly meet their needs and educational/personal goals.
- ✓ **Assess** the cognitive and affective needs of students. Place students in appropriate programs based on a diagnostic-prescriptive approach.
- ✓ **Provide** instruction by staff who are well trained and competent.
- ✓ **Celebrate** student success, not only in the classroom, but also in public!
- ✓ **Help** students by including an "early-detection" system to spearhead potential problems and crises. Help them realize options and alternatives **before they drop-out**. Role playing and the use of case-records may be utilized to identify common problems of adult education students. Solutions other than dropping out may then be considered.

Retention Strategies, cont.

- ✓ **Have** procedures which provide students with information regarding sundry support services available to them such as child care, transportation, etc.
- ✓ **Use** multiple sources to keep in contact with students. Include students in the class as a network contact system.
- ✓ **As** stakeholders, include student input regarding the programs' strengths and weaknesses.

Provide Quality Instruction

Quality of instruction has a direct bearing on student retention. The following factors are conducive to assisting student perseverance in adult education programs.

- ✓ **Accept** the significance of each student's first class. Use it to provide clarity on how taking their first step to attend their first class is a springboard for their future success.
- ✓ **Value** learner-centered activities which promote not only self -directed learning, but also instill mutual trust and encourage cooperative endeavors.
- ✓ **Make** instruction relevant to student goals. Jointly plan and review their educational and personal directions and amend the learning plan as needed. As students gain confidence, help them expand their goals. Strive for clarity and patience!
- ✓ **Provide** practical application activities to promote student valuing of newly gleaned knowledge.
- ✓ **Use** tangible checklists or graphs to denote student progress.
- ✓ **Help** students focus on the small steps necessary to attain a big goal.
- ✓ **Use** strategies that actively engage learners in both self-directed and cooperative learning.

Exit Interview

Name _____ School _____ SS#_____
Address _____
Phone _____ Age ____ Race _____ Marital Status _____
Date of Attendance at this school _____
Date Withdrew _____

Student's reason for leaving school:

_____ Illnedd/Incapacity
_____ Lack of Dependent Child Care Resources
_____ Lack of Transportation
_____ Family Problems
_____ Time and/or location of services not feasible
_____ Lack of interest, instruction not helpful to participant
_____ Moved
_____ Entered employment
_____ Cannot locate or contact
_____ Other known reasons (specify)
_____
_____

Date: _____

Philosophical Perspectives on Demography and Successful Recruitment

Jelenick (1992) propounds to adult educators that only when adult education programs are designed around the social realities of the student do they become relevant and consequential. He explicates that the ultimate goal of adult and continuing education is student self-realization. To achieve this goal he emphatically states that a "theory of instrumentation" must be employed accompanied by a holistic curriculum approach which addresses the holistic needs of the students.

Dr. Jelenick (1992) identifies seven "lessons" which influence success in recruitment and retention of adult education students. These seven lessons are briefly explained below.

I. Cultural Awareness

When one part of a culture is changed, it influences the other parts of the culture. All facets of a culture are interdependent. For example, the shift from an agricultural to an industrial economy in the United States resulted in demographic changes. In the former milieu children were an economic asset, who usually continued their parents occupations as adults. Monogamy was socially expected, parental authority was the norm, and birth control was unacceptable. All this contributed to: stability, practiced moral code, and maintenance of the "status quo."

Philosophical Perspectives on Demography and Successful Recruitment, continued

With the advent of the industrial culture, many of the above factors changed - Many adults left their original home base to work in factories, often leaving behind parent moral authority, the economic value of having children (to work on the farm) and the cohesion of the family unit that once often deterred deviant behavior of the youth population.

II. Technological Advances and Urbanization

Progress in the field of technology has resulted in cultural changes throughout the United States. The localization of many people in metropolitan areas has resulted in social problems not known before in rural areas. The loss of primary group relations, particularly strong family ties, has resulted in cities characterized by crime and disorder. Policy making has been relegated to special interest groups and the courts instead of by consensus of communities.

III. Ethnicity

Broad, holistic education is the only solution to minimize racial aversions among ethnic groups. Ethnic diversity is constantly becoming more prevalent in most states. Cultural differences in habits, language, religion, and values often contribute to racial antipathies.

Philosophical Perspectives on Demography and Successful Recruitment, continued

IV. "Progress" Defined

The philosophy that "more is better" is not necessarily true and is not generically indicative of "progress." Individualists and communitarians are at odds regarding the definition of "economic progress." Individualists are ruled by insatiable desire which they comprehend as a necessary ingredient to promote economic growth. Communitarians view economic growth within the contest of the environmental culture, and view critically "progress at any cost." It is crucial for adults to realize that everyone has a philosophy about economic matters, as well as other topics. Refusing to define, examine, and improve one's philosophy does not negate its existence.

V. Education

If the mountain plain states are indicative of educational realities in other states, then grades and diplomas are inadequate devices to reflect adult education students' progress in basic skills. Although the mountain plain states are extolled as being one of the "best educated regions in the country" nine million regional inhabitants are defined as deficit in basic skills proficiencies, according to the National Center for Human Resources.

Philosophical Perspectives on Demography and Successful Recruitment, continued

VI. Politics

Apathy and indifference of adults are the major threats to a better future for America. In the plain states less than one-half of the voting age adults did indeed vote in state and national elections. "The greatest threat to our future is not from aggression but from indifference; cultures like ours persist not from the outside but from the inside; not in the raucous light of confrontation, but in the quiet darkness of apathy" (Jelenick, 1992, p.12).

VII. Poverty

Families inundated in poverty are not free, and will not be so until their economic concerns are mitigated. In the plain states, one in seven live in poverty. Data show that unemployment, poverty, illiteracy, homelessness, and acts of social disorder are positively correlated.

Implications for Adult and Continuing Education

The implications of these demographic lessons are multiple for teachers and administrators in adult education. These include concerns with: goals, learning, curriculum, teaching and evaluation.

- Goals - A holistic look at demographic factors are necessary to perceive the interests, needs, and problems of students.

Philosophical Perspectives on Demography and Successful Recruitment, continued

- Learning - A theory of "instrumentation" implies that adult learning is centered around the real world of adults. Learning is a growth process, achieved in steps or increments. Experience is gleaned through such steps. Dissonance and then equilibrium are the roots of growth and learning. Therefore, teaching must be reality based and experiential.

- Curriculum - The curriculum needs to be holistic in that it is guided in the needs, interests, and problems of the students. Chosen subject matter is determined by the data needed to solve "common problems of living." Preconceived subject matter is avoided.

- Teaching - Teaching and training are not synonymous. Training entails attempting to input artificial stimuli into a person's makeup to promote "conditioned responses." Rewards for compliance include praise, grades, and medals. A teacher, however is one who values inner rather than outer direction. A teacher builds an intrinsic motivation, promotes student growth, helps students set goals, employs curricula that enhances self-discovery, and helps students clarify their actions and realize the subsequent consequences of these actions.

Philosophical Perspectives on Demography and Successful Recruitment, continued

- Evaluation - Adult education must be viewed not as a "preparation" to use "one day" to engage in life, but rather as a way of life, now. Instead of assessment such as grades driving the curriculum, other alternative assessment must be sought. Particularly, observations of student growth documented through developmental profiles are necessary. Criteria that address evolving maturity in students instead of "academic dogma" include:

  * Students' increased knowledge as exhibited by his/her awareness of the connection between actions and consequences.
  * Students' increased articulation in matters of personal and small significance.
  * Students' increased actions of responsibility.
  * Students' heightened empathy toward others.
  * Students' philosophical development toward wholes of meaning and awareness of relations between people.

Marketing Tips

I. Attend Meetings

Spread the word throughout the community about your adult education program by attending meetings. Share information by making presentations at some these meetings. These include meetings of:

- Business leaders
- Labor Unions
- Professionals
- Special interest groups
- Government-sponsored programs

II. Conduct meetings

Invite the community into your school. Include:

- Target populations
- Community leaders
- Representatives from public agencies

Consider the following for meeting design:

- Open house
- Luncheon
- Orientation
- Advisory council
- Career fair
- Workshop and conferences

Adapted from: Schmelter, H.B. (Ed.)(1980). Adult access to education and new careers: a handbook for action. New York, NY: College Entrance Examination Board.

Norms of Professional Virtue

Professionalism goes beyond simply being competent in one's field. Society extends certain privileges to professions such as physicians, teachers, etc., which are viewed by the majority of people as positions of trust. Such professionals are assumed to be not only skilled in their special areas, but also are expected to use their expertise "for good intentions" (Sergiovanni, 1993, p.48). This energy credited to true professionals, comprised of more than competency, based on trust and good intentions is referred to as "professional virtue" (Sergiovanni, 1993).

Professional virtue is comprised of at least four components:

- exemplary practice
- concern for society's values
- commitment to the practice as a whole, not just one's individual practice
- a sense of caring

Exemplary Practice

Dimensions of exemplary practice include:

- trying new "cutting edge" ideas
- sharing knowledge with others in the profession
- keeping in tune with current research, and conducting research yourself
- assuming responsibility for your own professional growth

Norms of Professional Virtue, continued

- focusing on sharing and learning, and self-renewal instead of being "trained"

Concern for Society's Values

Practices to promote the values of one's society include:

- committing to students and parents
- aligning with agreed upon school purposes and values
- conversing with other stakeholders to plan and evaluate strategies to attain the school mission
- identifying and relying on school purposed to direct and monitor one's behavior
- complying to the needs of the school culture based on moral and professional individual sources

Commitment to the Practice as a Whole

Concern for the collective practice entails:

- broadening ones outlooks to encompass concern for all school-based teaching policies and practices
- identifying everyday school problems within the larger scheme of policies and procedures

Norms of Professional Virtue, continued

- moving from individual to collective practice, i.e. offering to help others who are having difficulty with teaching methods, school procedures, or adjusting in general.

- valuing others strengths and encouraging them to practice professional virtue. This becomes comparable to "policing one's own ranks," but in a nurturing, supportive way, not a negative one. Positive reciprocity among teachers promotes collegiality and a sense of shared responsibility for promoting a school culture most beneficial for the "clients" that is, the students.

A Sense of Caring

Genuine caring revolves around:

- viewing the student as a whole person rather than viewing teaching as simply a technical activity
- perceiving students, not as "cases", but rather as a person in need of service
- preparing instruction that is thorough, and facilitating it with enthusiasm
- evaluating progress constructively
- listening and responding to students and their needs
- thinking critically and maintaining ones curiosity for learning

CBAE Student Learning Guides

Student needs assessment is ongoing in Competency Based Adult Education. Students are assessed prior to using the student learning guides. Any student reading below the eight grade level requires reading remediation prior to engaging in instruction of the student learning guides.

Three steps are employed by the students who are working on individual assignments. First, students take a pre-test on the performance standard/competency presented in the learning guide. If they score 90% or more they may omit this lesson, and take the pre-test for the next competency. If they score below 90%, the students then do the activities in the learning guide. When confident of mastery of the material presented, they then do a practice test (also called a "self-check"). If successful, students then take the post-test. The facilitator provides remedial or enrichment activities when appropriate. Students having less than 70% accuracy on the post-test must do remedial activities, then take a new post-test.

The CBAE Learning Guides are designed to allow self-pacing for each student. Although an exam is given to test the standards completed within a semester, CBAE is open entry/open exit. Semesters are designated for registration and tracking purposes. Successful completion of a semester course results in one-half credit.

CBAE Student Learning Guides, continued

The student learning guide packets are developed for each adult high school completion course. Each learning packet includes the following:

- performance standards and course curriculum framework
- a bibliography identifying the sources employed to write the learning guides
- pre-tests for each performance standard
- the actual instructional material (learning guide) with diverse activities for each competency
- practice tests (self-checks)
- post-tests for each performance standard
- semester examinations

If all performance standards are completed for a course prior to the end of the semester, the facilitator provides relevant enrichment activities which are included in the students' evaluations and grades.

CBAE Student Learning Guides, continued

For those students who have not mastered all the course competencies by the end of the semester, the following procedures apply:

- with 85% of the standards mastered, student receives an incomplete ("I"), and may complete the 15% within the following semester. If it's not then completed, the grade becomes a "F" and the course must be retaken to receive credit.

  The grading system for all adult education classes is :
  A= 94-100
  B= 85-93
  C= 76-84
  D= 70-75

- If less than 85% of the course is completed the student receives a "N" (non-completion) and receives no credit. Within a term if a student completes 30% or less of the learning guides, he/she is withdrawn from the class. The following semester he may take the course over again (once he/she re-registers).

Section 353 Abstracts, 1995-96

Brevard County Adult and Community Education

CBAE/CBABE/Self-Server/PBAE Development and Training Project

Brevard County has been the leader in competency-based curriculum development and training since 1985. The goal of this program is to meet the statewide demand to continually update the CBAE curriculum to remain in compliance with the State Course Code Directory. Because of the SCANS Report, Blueprint 2000, and emerging state curriculum frameworks, the need exists to develop performance-based high school curriculum, alternative assessment methods, and professional training. The outcome of this project will result in courseware and software available statewide. The training will provide professionals with the knowledge they will need to carry out the program.

This project was developed by the **School Board of Brevard County** in response to the need for comprehensive, affordable technology in adult education. The **goal** is to develop GED courses in math and writing and to train locally and in Target Service Improvement Clusters on CBAE curriculum and the Self-Server System. By supporting a consortium between Florida IDEAL and Brevard County Adult Education, a multi-media lab will be available to field test educational software. The Brevard County School Board and the Pinellas County Schools and Community Education will provide the necessary **resources** to carry out this project's objectives.

Additional information is available from the Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information

ACENET Address & Phone
Florida ACENET
Florida Atlantic University
College of Education, Room 245
777 Glades Road
Boca Raton, FL 33431-0991
(407) 367-2346
(407) 367-2345 FAX
URL: http://www.fau.edu./divdept/coe/ideal.htm

AGENCY Address & Phone
John Wigley, Director of
Adult/Community Ed.
Ed. Services Facilities
2700 St. Johns St.
Melbourne, FL 32940-6699
(407) 633-1000 Ext. 375
Suncom: 323-1375

The Mission of our Adult Education Organization

(worksheet) *

Please take a few moments to think about our adult education organization, both as it exists today but more importantly, what we want it to become during the next twenty years. What is the most important reason that our adult education organization exists today, and what is the basic, most critical goal/purposes for having our organization's programs? Who are the "clients" that we should serve? How should we serve our organization's clients? What does our adult education organization's programs contribute to our society? What makes our organization unique and different from similar organizations and programs?

The answers to all of these questions will help us identify the organizational mission of our adult education organization. Remember that in thinking about our mission, it is just as important to consider what we are not trying to be and what we are not trying to do. Our adult education organization's Mission Statement should be concise, stated clearly, and inspirational, both for individuals currently involved with our programs and individuals who presently know nothing about our adult education organization.

In thinking about our adult education organization during the next twenty years, I believe that...

(1) Our basic goal or purpose for existing should be...

(2) Our "clients" should be....

(3) We should serve our "clients" by...

(4) The main thing we contribute to society is...

(5) We are unique because...

Prepared by R. Dale Safrit, Ed.D., for use at the 1993 AAACE Adult Education Conference, November 20, 1993; may not be duplicated or adapted without prior consent of author.

* **Source**: Safrit, R.D. (1994) Evaluating today's culture and visioning for tomorrow's cultural growth: Effectively utilizing stakeholders in planning strategically for adult education. ERIC Document Report Service No. ED373160.

Creating a Vision Together
(worksheet) *

Stop for a moment and ask yourself the following questions: "If everything and everyone was perfect, and we had unlimited time, energies, and resources, what would I want our adult education organization to be like in the year 2013?" "Who would be the clientele of our organization?" "What would be our purpose in existing?" "What would be our adult education organization's most important contribution to the citizens of our state?"

When you've answered these questions, you have some basic components of a vision statement. Our adult education organization's Vision Statement should be a concise, easy-to-understand, and emotionally inspiring statement of what we want our organization to be in the next century. It should "stretch" our organization from where it is today and be both an emotional as well as strategic target for us to aim for.

Please take a few minutes and provide your own answers to the following questions. Then, work with your teammates to share and condense your ideas into our adult education organization's Vision Statement.

In the Year 2013.....
What do I want our adult education organization to be like (in 30 words or less)?
Who are our clientele?
What is our major purpose, or reason for existing?
What is our organization' s major contribution to the citizens of our state?

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Creating a Vision Together
Translating our Values, Mission, and Vision into Action
(worksheet)*

Now that we have identified and discussed the values, mission, and vision for our adult education organization, let's translate these rather abstract ideas into more definite action steps. What are those factors that are most critical to the success of our organization in fulfilling the mission and vision we have developed? What action strategies are necessary to accomplish these critical success factors?

Keeping in mind the organizational values we have identified, please take a few moments and identify those critical success factors and action strategies that you believe are most important in fulfilling our mission and achieving our vision for our adult education organization.

The Organizational value that our team will focus upon is

_____

One factor that is critical to our adult education organization fulfilling its mission and vision is... success	The following action will be necessary for our education organization to accomplish this critical factor...

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A S.W.O.T. Profile of our Adult Education Organization*

Please take a few moments to think about our organization as it exists today. What are (1) the things we do best (i.e., our strengths), (2) the things we are currently doing that we could be doing better (i.e., our weaknesses), (3) the things we should be doing that we currently are not doing (i.e., our opportunities), and (4) the things that could threaten our continued existence (i.e., our threats). Then, please list below those things you believe to be our most important...

(1) Strengths	(3) Opportunities
(2) Weaknesses	(4) Threats

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Identifying Organizational Values for our Adult Education Organization

(worksheet) *

The values of an organization communicate "what we stand for" and "what is important to us." A positive impact on performance results from all members of an organization understanding and identifying with the group's values; however, when members do not understand or are uncertain about the organization's values, then discord, distrust, and low productivity result.

Please take a few moments to think about the organizational values in our adult education organization. It is important that we each identify separate values, that, as individuals, we associate with our organization. Based on these separate values, we may determine which values we share with many of our colleagues. Please take the time to ask yourself a few important questions. What do we stand for in our adult education organization? What are the ideas and concepts that are most important to us? What are the beliefs that hold us together as a team and give us a special "tingling" sensation when we think about them? The answers to these and similar questions can be thought of as the organizational values for our adult education organizations. Please jot down the individual values you have identified in the spaces provided below, and be prepared to share with our colleagues.

I believe that the following ideas and concepts are "what we stand for", "what is important to us" and "what holds us together" in our adult education organization (Please identify at least two and as many as four organizational values, they are listed in no particular order or rank)...

An organizational value that I've identified for our adult education organization is...

Another organizational value I've identified is...

(Optional) Another organizational value is...

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Strategies to Develop a Learning Community

1. *Encourage and increase the use of community resources and volunteers to augment the educational curricula.*

Begin with the philosophy that everyone is both a teacher and learner. In adult education volunteers and businesses may play a vital role in providing human resources to address future goals of adult students. Presentations by these community members related to both their job experiences and their personal hobbies may serve as catalysts to motivate students to stay in the program and attain an adequate level of education to pursue similar careers and hobbies. Many community members possess a wealth of knowledge each in their chosen career fields. Encouraging the community to share their expertise with aspiring students is beneficial to both students and the community members. One class or group project could be for students to develop a "Community Resource Bank" in which area residents are polled and identified as potential resources for community education. At this time community members may also be identified for possible tutoring/mentoring activities. For example, if an adult education student wants to become a policeman, having a policeman present a narrative to the class regarding the real life experiences of such work could be most informative. Furthermore. it would likely provide a new appreciation of the class toward the endless responsibilities of such a career. Numerous occupations may be explored in a like manner. Human resources are the richest resources available in community education pursuits.

2. *Develop educational partnerships between the school system and schools and public and private service providers, business and industry, and civic and social service organizations.*

As social and economic problems continue to become more and more interrelated, the service needs in a community grow. Consequently, addressing all these educational needs entails more than any single organization can likely provide. Therefore, educational partnerships, such as those that focus on child care and

latchkey programs, at-risk and minority students, internships and work-study programs, and community economic development, may be formed to identify and share available resources and to deter unnecessary duplication of programs.

The multi-faceted advantages of educational partnerships provide an incentive for their inclusion. These advantages include:

For students:

- Students' learning horizons are expanded, particularly in their awareness of the worlds of work, science, technology, and the arts as well as in their awareness of the relationship of school work to employment.
  Students learn that adults care, develop increased self-confidence, and receive important encouragement to stay in school, seek training after high school, and secure employment after graduation.

For the school system and its staff:

- Teachers and staff perceive increased "caring" in people and organizations outside the schools, and increased communication and trust between education and the private sector.
  Opportunities arise to access previously unknown but available resources from the private sector and community organizations.

For business:

- Community members' awareness increases, especially concerning the needs of schools and, more specifically, concerning the support and community resources available and necessary to help meet those needs.
  A spirit of cooperation and involvement grows at a time when many citizens might feel alienated from the public schools.

For parents:

- Parents' involvement in and positive attitudes toward public education increase as they see their children benefiting from partnership programs.
- The communication gap that often exists between parents and students and business and civic representatives narrows through their mutual concern and support for public education.
- Many parents are served directly by adjunct partnership activities, such as health screening clinics.

3. *Use public educational facilities as community service centers for meeting the educational, social, health, cultural, and recreational needs of all ages and sectors of the community.*

In programs such as EVEN START, parents attend classes in ABE/GED and adult education classes in the same building where, down the hall, their pre-kindergarten children are also in class. At interims the parents go to their children's classrooms and read, talk, and play with them then return to their own classes for additional educational experiences. This holistic approach is proving to be most beneficial for parents and children alike. The needs of two distinct age groups (parents and their children) are addressed in a single facility which provides the opportunity for the two groups to meet and extend their family relationship in an educational milieu. This is but one example of how schools may redirect their stereotyped traditions to include a broader, more inclusive framework.

4. *Encourage the development of an environment that fosters lifelong learning.*

Lifelong learning includes, but is not limited to, adult education. Lifelong learning strives to address the needs of *everyone* in the community young and old, from preschool to senior citizens. Several programs which have been implemented to provide basic literacy education and enrichment courses for all age levels have found success. These include the learning society in Yelm, Washington which has operated for 20 years and the Rockwood School District program in Eureka, Missouri.

5. *Establishing community involvement processes in educational planning and decision making.*

Ongoing community advisory councils, as hoc advisory task forces, and special issue study committees are types of participation groups that involve the community in educational planning and decision making. For these groups to serve effectively, one must perceive that citizens have a right and duty to be involved in community educational endeavors. One of the most basic facts in human relationships is that those who are involved in decision making develop a "stake" in it. They build a sense of ownership in the educational outcomes.

6. *Provide a responsive, community-based support system for collective action among all educational and community agencies to address both current quality-of-life issues of all citizens and specialized needs.*

The acceptance of the interdependence of agencies or organizations necessary to address the multi-faceted needs of an ever-growing complex society is paramount if

communities are to become fulfilled educationally. This entails networking with sundry agencies such as health, social, educational, and public safety agencies to provide a holistic framework for students' educational development and life long growth.

7. Develop a system that expedites home/school/community communication.

Successful school community involvement revolves around its ability to communicate with the total community. A systematic effort is necessary to create a public image of community schools that invite support from other community members and groups. Activities such as newsletters, open hours, and news releases are fine; however, greater strides must be taken to abet involvement. Administrator and teacher home visitations, school displays, and meet-the-community programs are techniques which likely will create a responsive reaction from community members at large.

Table: Changing Student Populations

Changing Student Populations	
Demographic and societal changes pose significant challenges for public education. Among them is a changing student population that in coming years will have:	
• More children entering school from poverty households.	• More children of teenage mothers.
• More children entering school from single-parent households.	• Fewer white, middle-class, suburban children, with daycare (once the province of the poor) becoming a middle-class norm as more women enter the work force.
• More children from minority backgrounds.	• A continuing decline in the level of retention to high school graduation in virtually all states.
• A smaller percentage of children who participated in Head Start and similar programs, even though more are eligible.	• A continuing increase in the number of minority high school graduates who apply for college.
• A larger percentage of children who were premature babies, leading to learning difficulties in school.	• Increased numbers of Asian-American students, but with more from Indonesia, with increasing language difficulties.
• More children whose parents were not married, now 12 out of every 100 births.	• A continuing increase in the number of black middle class students in the entire sytem.
• More latchkey children and children from blended families as a result of remarriage.	• Continued high dropout rates among Hispanics (currently about 40 percent complete high school), who are becoming the majority of the school population in many parts of the nation.

Source: Hodgkinson, Harold L. ,All One System Demographics of Education- Kindergarten Through Graduate School. Washington, D.C.: Institute for Educational Leadership Inc., 1985.

Tutorial on User-Friendly Evaluation

Program evaluation standards are comprised of four key elements. These include utility, feasibility, propriety, and accuracy. *Utility* standards are designed to ensure that evaluations meet the needs of primary - intended users. *Feasibility* standards promote practical evaluations which create minimal setting disruptions, and are conducted efficiently. *Propriety* standards promote consideration of the worth of all human subjects and encourages evaluations that are fair and shared with intended users. *Accuracy* standards encourage evaluations that are valid, reliable, and impartial, possessing purposes and procedures which are adequately identified.

The "utility" standard is of such import in evaluation that a complete model called *Utilization-Focused Evaluation* is built around the standard of evaluation usefulness for the primary stakeholders. Specific components of this model follow:

Program evaluation is defined as a process of collecting data on specific characteristics of a program with the intent of understanding it and its influences on primary users. The purposes of program evaluation are two-fold: to increase program effectiveness and to provide data on the degree to which the tasks are being achieved within the program. The best indicator of effective evaluation is the extent to which concrete decisions are made from information gleaned from the evaluation process. Five major steps comprise the Utility Evaluation Model.

I. IDENTIFY THE STAKEHOLDERS

The target of an evaluation is for those who have a stake in its results. These primary intended users have a vested interest in the evaluation findings. When possible questions need to come from concerns of the stakeholders themselves. The "personal factor" is a crucial consideration when conducting program evaluations. Stakeholders who are committed and enthusiastic toward the evaluation need to be identified early on if it is to reach maximum effectiveness. Research shows that evaluations conducted without concern for this personal factor result in much less

use of the evaluation findings. Stakeholders need to be an active part of the evaluation. However, evaluators must realize that the degree of interest by stakeholders will vary. One of the central problems in the present Information Age is to get people to **use** what is known. Likewise, it can be a problem getting people to use evaluation findings. Therefore, when stakeholders are engaged in the evaluation process at its inception, the likelihood is greater they will choose to be actively involved.

II. ESTABLISH THE GOAL QUESTION(S)

Establishing the relevant evaluation questions is an interactive process between the primary intended users and the evaluators. Together they may answer these questions:

- What is the purpose of doing evaluation?
- What new data will we have after this evaluation?
- How will we use the new information gathered?
  What new decisions can we make in our school setting that use the knowledge provided from conducting the evaluation?

Regarding the purpose of the evaluation, the team needs clarity at the inception of the evaluation process whether the primary focus is either a formative or a summative evaluation. Formative evaluations focus on gathering data to either improve or develop a program. Summative evaluations serve to make judgement about the success of a program.

One key technique to help stakeholders focus on appropriate evaluation questions is to first review their input on what "evaluation" means to them. Their perceptions may be then used to focus on their evaluation needs. Defining evaluation through consensus opens the door to a relevant process and product that stakeholders will likely use. Specific traits of meaningful evaluation questions include those which:

- may be explored with real data.
- are broad enough to result in more than just one possible answer.
- the stakeholders both *want* and *need* answers for.
  the stakeholders see as valuable and relevant.

Research bears that if intended users of evaluation information do not want specific questions answered, they will either ignore or discredit the answers provided in the evaluation findings.

To assist educators/intended users on focusing their evaluation questions, and in reaching consensus on the evaluation direction, the following activity is appropriate.

1. On the board write this sentence:
   I would like to know _____*about Frank Adult Educational School.*
   Ask users to complete the blank ten times with words that describe their interests, concerns, and uncertainties.

2. Divide the users into small groups to combine their lists to one composite list of ten things they want to know.

3. Now all users rejoin with the evaluator and together one single list of ten questions. This list, while likely comparable to many other per-determined evaluation questions, is unique in that the stakeholders formulated their own questions for the evaluation and may now prioritize and refine the evaluation questions through group consensus.

III. COLLECTING THE DATA

Collecting the data for individual evaluations requires knowledge by the evaluator of numerous research methods and techniques, each designed to potentially address various evaluation settings. The methods employed to collect data depend on their appropriateness for the particular evaluation at-hand. Therefore, "The Model of Choices" is very popular and accepted in research fields today. Finding the proper reasearch tools to collect data relevant to the program evaluation is essential for useful data collection.

Methods of collecting data which are often employed by evaluators include:

- Needs assessment ratings.
- Quantitative data analyses
- Questionnaires and surveys
- Experimental designs
- Standardized tests.
- Observations of participants.
- Interviews.
- Cost-benefit and cost-effectiveness analyses.

For most program evaluations, multiple methods need to be employed. Furthermore, the methods incorporated work best when, again, stakeholders believe in and are part of the decision making process regarding what data will gather, how to collect it, and how to analyze it. Sharing and deciding upon the research methods and design to be used with stakeholders can prevent communication disasters down the road.

IV. ANALYZE THE INFORMATION

Before actually analyzing the data collected in the program evaluation (and even before collecting the data), it is advantageous to "set the stage" for analysis and interpretation. Establishing at least three standards of desirability for interpretation of evaluation results is recommended. Stakeholders need to be an integral part of this process. The three categories are (1) the level where the program is viewed as highly effective; (2) the level where the program is seen as adequate; and (3) the level where the program is considered inadequate.

The process of analyzing evaluatin data entails four steps:

1. *Description and Analysis* - arranging the raw information to present the facts discovered from the data collection process.

2. *Interpretation* - Going beyond the factual data to the meaning of the data. Explaining the significance of the findings.

3. *Judgment* - Placing value judgements on the results by addressing both positive and negative findings.

4. *Recommendations* - suggesting future actions based on the analysis, interpretation, and judgment of the data collected

V. REPORT THE FINDINGS

When program evaluations are approached in the manner described here with on-going attention to its utility, the "final report" loses much of its traditional glory. Historically the final written evaluation report was perceived as the climax of the project and there after used as the tool for implementing the findings. In contrast, the current trend is to focus on the use of the evaluation from the very beginning. Therefore, the final report is only a small part of the overall evaluation process. Providing feedback throughout the process is essential, as is avoiding "surprise attacks" such as was once common with final evaluation reports.

Types of Evaluations

Different types of evaluations ask different questions and focus on different purposes. The list is meant to be illustrative rather than exhaustive.

Accreditation evaluation	Does the program meet minimum standards for accredation or licensing?
Cost/benefit analysis	What is the relationship between program costs and program outcomes (benefits) expressed in dollars?
Cost-effectiveness evaluation	What is the relationship between program costs and outcomes (where outcomes are not measured in dollars)?
Criterion-referenced evaluation	To what extent has a specific objective been attained at the desired level of attainment (the criterion)?
Decision-focused evaluation	What information is needed to make a specific decision at a precise point in time?
Descriptive evaluation	What happens in the program? (No "why" questions or cause/effect analysis).
Effectiveness evaluation	To what extent is the program effective in attaining its goals?
Efficiency evaluation	Can inputs be reduced and still obtain the same level of output or can greater output be obtained with no increase in inputs?
Effort evaluation	What are the inputs into the program in terms of number of personnel, staff/client ratios, and other descriptors of levels of activity and effort in the program?
Evaluability assessment	What is the feasibility of various evaluation approaches and methods?

Extensiveness evaluation	To what extent is this program able to deal with the total problem? How does the present level of services compare to the needed level of service?
External evaluation	The evaluation is conducted by people outside the program in an effort to increase objectivity?
Formative evaluation	How can the program be improved?
Goals-based evaluation	To what have the program goals been attained?
Goal-free evaluation	What are the actual effects of the program on clients (without regard to what staff say they want to accomplish)?
Impact evaluation	What are the direct and indirect program effects?
Internal evaluation	Program staff conduct the evaluation.
Lingitudinal evaluation	What happens to the program and to participants over time?
Meta-evaluation	Was the evaluation well done? Is it worth using?
Needs assessment	What do clients need and how can those needs be met?
Norm-referenced evaluation	How does this program population compare to some specific norm or reference group on selected variables?
Outcomes evaluation	To what extent are desired client outcomes being attained? What are the effects of the program on clients?
Performance evaluation	What are participants actually able to do as a result of participation in the program?
Personnel evaluation	How effective are staff in carrying our their assigned tasks and in accomplishing their goals?

Process evaluation	What are the strengths and weaknesses of day-to-day operations? How can these processes be improved?
Product evaluation	What are the costs, benefits, and market for a specific product?
Quality assurance	Are minimum and accepted standards of care being routinely and systematically provided to patients and clients? How can quality of care be monitored and demonstrated?
Social indicators	What routine social and economic data should be monitored to assess the impacts of this program?
Summative evaluation	Should the program be continued? If so, at what level?
Utilization-focused evaluation	What information is needed and wanted by decision makers, information users, and stakeholders that will actually be used for program improvement and to make decisions about the program? (Utilization-focused evaluation can include any of the other types above).

Source: Patton, M 2nd ed., Utilization-Focused Evaluation. Sage Publications, Newbury Park, CA., 1986.

For a look at the most recent Section 353 abstracts and Exemplary programs, please point your web browser to http://www.fau.edu/divdept/coe/acenet/acenet.htm

Section 353 Abstracts, 1995-96

You Are Still A Parent

This project was developed by Adult and Community Education personnel from the District School Board of **Pasco County** to address the needs of inmates and their families, specifically in the areas of **literacy and parenting skills**. The project is partially in response to a survey conducted by the Pasco County Sheriff's Office, which revealed alarming statistics regarding alcohol, drug abuse, illiteracy and unemployment among those incarcerated.

The program, being implemented at the Pasco Detention Center and the New Port Richey County Jail, has designed **workshops** to improve literacy and parenting skills for inmates, and includes a system of organizing **support groups** comprised of inmates and their family members to strengthen the literacy and parenting taking place. This program gives inmates a chance to enhance the quality of their lives, as well as the lives of their family members.

An **initial TABE** is administered to all inmates to determine their present educational level. Subsequent **evaluation** comes in the form of participant evaluations, work samples, and detailed logs published on a monthly basis. The workshops take place at the detention centers for the inmates and at local public schools for the families. Further **assessment** takes place throughout the process and includes a detailed record of the inmates' progress. The eventual **goal** once the process is completed is to create a Model Project Dissemination Manual.

Personnel consists of a Supervisor of Adult and Community Education to oversee the project, a Literacy Coordinator to monitor project activities, and a Parent Outreach Educator to assist with recruitment of support group members, home visits and developing a client database system. The Pasco County Sheriff's Office staff is also involved in the planning, scheduling, and conducting of workshops.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

ADULT ESOL CURRICULUM PROJECT

The **Martin County School District** Adult ESOL Curriculum Project is targeted toward **educationally disadvantaged adults, undereducated adults, minorities, immigrants, migrant farmworkers and LEP adults.** The field test area for this project was the Indiantown Adult Learning Center. The proposed ESOL curriculum is unique in its **multi-level, multi-faceted** approach. It accelerates the rate of learning language and literacy skills and provides daily survival skills for local culture. The curriculum is adaptable to any school district or community. The students improved English language competence which facilitates coping skills, computing and solving problems, cultural adaptation and successfully meeting requirements for U.S. citizenship.

This program is designed to utilize a project coordinator, curriculum writers and a lab supervisor to perform research, development, implementation, evaluation and dissemination activities. Appropriate technology is needed to develop multi-level, multi-media curriculum and reinforce desired learning outcomes. An adequate supply of consumable curriculum materials are required to field test curriculum appropriately. The **curriculum** consists of **seven levels** that effectively addresses learning styles, employability competency and survival skills necessary for successful mainstreaming of ESOL students. **New entry and exit testing instruments** will be implemented and available at completion of project..

This program is ideal for helping these people in the shortest time possible (due to the nature of their work) so they can be mainstreamed into society as productive, contributing assets. It is the **goal** of this project to serve as a model for ESOL programs throughout Florida.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

PERFORMANCE THAT MEETS EXPECTATIONS

This project was developed by **Adult and Community Educators of Florida, Inc.**, to facilitate the development, assessment and delivery of a statewide outcome based Adult Education program model. By utilizing this approach, adult educators have the opportunity to effectively demonstrate how vital adult education programs are to the well being of Florida's economic growth and stability. In the past, there has not been enough concrete evidence to realistically evaluate these programs.

The Adult Education delivery system has historically been patterned after the K-12 program with some attempts to provide modification to address adult student needs. Progress of the adult student has been difficult to document effectively. Recently documented community, state and national needs research has indicated that decision makers who fund and support adult education programs require more concrete evidence of "what positive effects" the program is having. While the overall goal of reducing illiteracy and preparing adults to become productive community members is still relevant, reporting the outcomes adult students attain is now crucial.

Performance That Meets Expectations comprehensively addresses this issue through meeting the following **goals**: **1)** providing training workshops for adult educators and community members in areas with high rates of illiteracy; **2)** developing a state-wide marketing plan to demonstrate how outcomes positively impact on Florida's growth and stability; **3)** facilitating five outcome-based models in community colleges and school systems; **4)** assessing and recommending the appropriate approach and technology; and **5)** effectively delivering outcome-based adult education programs.

Additional infomation is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

CBAE/CBABE/Self-Server/PBAE Development and Training Project

Brevard County has been the leader in competency-based curriculum development and training since 1985. The goal of this program is to meet the statewide demand to continually update the CBAE curriculum to remain in compliance with the State Course Code Directory. Because of the SCANS Report, Blueprint 2000, and emerging state curriculum frameworks, the need exists to develop performance-based high school curriculum, alternative assessment methods, and professional training. The outcome of this project will result in courseware and software available statewide. The trainings will provide professionals with the knowledge they will need to carry out the program.

This project was developed by the **School Board of Brevard County** in response to the need for comprehensive, affordable technology in adult education. The **goal** is to develop GED courses in math and writing and to train locally and in Target Service Improvement Clusters on CBAE curriculum and the Self-Server System. By supporting a consortium between Florida IDEAL and Brevard County Adult Education, a multi-media lab will be available to field test educational software. The Brevard County School Board and the Pinellas County Schools and Community Education will provide the necessary **resources** to carry out this project's objectives.

Additional information is available from tha Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information

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Section 353 Abstracts, 1995-96, continued

TLC- TEACHING, LEARNING, AND COACHING: A Site-Based Teacher Training Project

This project was developed by the **School Board of Broward County** to provide a site-based innovative teacher-training model **to meet the needs of Broward's 1,230 adult education teachers** and to train coaches to research, model, and ensure that ABE and ESOL teachers have the necessary skills to serve adult students who lack basic and functional literacy skills. **Staff development** is the most promising route to the improvement of instruction. Participants include full-time adult educators, minority adult educators, educators of adults with limited English proficiency, adults with disabilities, the disadvantaged, minorities, and family literacy groups. **Teachers whose students score 8.9 or below on the TABE test are the target group for this training initiative.**

The **primary goal** of this project is to improve the delivery of services to students enrolled in ABE classes. This goal can be accomplished by effectively addressing the needs of students with learning differences, integrating high technology in the classroom and through collegial learning opportunities. This innovative model establishes a staff of trained educators who will serve as on-site resources and provide time for meaningful reflection, discussion, research, and training. **Research** shows that teachers learn new methods best by seeing those methods used in a classroom, designing their own learning experiences, trying out new techniques, getting feedback, and observing and talking with fellow teachers. **This innovative adult education model can be replicated statewide and nationally, improving the quality and delivery of services to adult learners striving for literacy.** The **program's effectiveness** will be measured by qualitative and quantitative data, for example, quarterly reports as well as participant dialogue journals and student assessment portfolios.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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PROJECT RECOVERY

The purpose of Project Recovery developed by **Citrus County Schools** is to re-enroll **disadvantaged adult dropouts with disabilities** and provide them with an educational plan and services that result in a **GED** or Special Diploma Option 2. Project Recovery utilizes surveys for students meeting the above criteria to determine why they dropped out of school and identify alternative ways of serving these students' unique needs for returning to school to complete high school with skills that prepare them for the work force. A model for serving these students will be developed using the survey data. The **model can be used statewide or beyond to serve this population**. Teachers, guidance counselors, and administrators will be trained in delivering appropriate services and delivery methods. The field test area will utilize three high schools, Withlacoochee Technical Institute, and Citrus Resource for Exceptional Student Transition (CREST).

Data for Citrus County **over a five year period** from 1986-1991 indicate that 22.7% of disabled exiters dropped out of school. Based on the 1992-1993 Post-School Outcome Data, the dropout rate had increased to 47%. Recent data indicates similar dropout rates. The Department of Education has identified drop-out retrieval activities as educational programs which identify and motivate students who have decided to return to school to obtain a high school diploma or equivalent. The "Statewide Dropout Prevention Database: What's Happening in Florida (1994)" confirmed that only 36% of school districts reported dropout retrieval activities. No data on re-entry was available. The **priorities of Project Recovery** include developing outreach educational services for adults with disabilities who have dropped out or withdrawn due to lack of attendance. Creative outreach services such as flexible hours, home-based instruction , computer instruction, transportation, and work experience are provided through workplace education, dissemination of the recovery model, developing a plan for staff training, and using technology to meet these priorities. Project effectiveness is determined by successfully recruiting through a student's needs assessment, retraining, and improving the literacy skills of those considered undereducated.

Both **summative and formative evaluation methods** are an integral part of this project. The summative include documentation of identified dropouts, survey results, model development, produced and distributed brochure, IEPs, services provided and program completers maintained in project files by the project coordinator. The formative is documentation of evaluations of all appropriate activities (re-enrollment meetings, inservice training, weekly progress meetings with students, etc.) to determine success and student satisfaction maintained in project files.

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Section 353 Abstracts, 1995-96, continued

PROJECT CATE: Computer Assisted Training for ESOL

Project CATE was developed by **Dade County Public Schools** in effort to help meet the primary goal of Florida's adult education program, which is to reduce illiteracy and undereducation among adults in Florida. The project provides an important means of expanding and improving upon the current system for delivering adult education services to **undereducated and educationally disadvantaged adults**. Its primary target group is LEP adults in Dade County. It seeks to meet the needs of this target group by training adult teachers in the use of technology for ESOL instruction, therefore addressing State and national priorities.

The **goals of this project** are to **1)** identify and test software programs for adult ESOL instruction, **2)** train 120 ESOL teachers in the application of computer-assisted instruction for adult students and **3)** evaluate effectiveness of training and disseminate findings and results of the project among all Dade County Public Schools (DCPS) adult ESOL teachers. Project CATE constitutes a natural evolution from previous efforts to train teachers and improve instruction. It recognizes the widespread and rapid adoption of computer-assisted instruction into all levels of education and seeks to draw teachers and adult students into the numerous benefits that have been proven through research.

The **computer software programs** to be **identified and tested by Project CATE** can provide vocabulary and spelling drills, identify errors in writing , reproduce student speech and pronunciation, help correct student errors in written grammar and spelling, assess individual and group progress, and provide many other instructional tasks which traditional classroom methods cannot address. The project will assess the potential of existing computer software for increasing the rate of second language acquisition, individualizing instruction to meet learner needs, and reducing the degree of reliance on traditional methods of instruction with large classes. Since many of the existing computer programs include the means for on-going assessment, the project will help to reduce the amount of time spent in classrooms on paper-and-pencil methods. The **intentional outcome of Project CATE is to disseminate the findings and results among all DCPS teachers by means of written reports, meetings of the DCAASE Advisory Council, and participation in professional workshops and conferences**.

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Section 353 Abstracts, 1995-96, continued

SCARED WRITE PROJECT

Scared Write, submitted by the **Department of Corrections** is an Adult Education whole language project for **incarcerated adults.** Upon admission, 72.3% of Florida inmates who were given basic literacy tests scored below the ninth grade level. The **primary goal** of this project is to reduce illiteracy and undereducation among incarcerated adults. The achievement of this goal is made possible by providing opportunities for students to read, write, compute and solve problems, individually as well as collectively, at levels of proficiency necessary to function on the job and in society. A **secondary goal** is to improve skills and competencies related to prose, document and quantitative literacy skills. Inmates will improve reading, writing and critical thinking skills by hands-on experience at all levels of publishing including writing, editing, and layout. It is anticipated that inmates will gain both self-esteem and confidence from becoming published writers. It is also anticipated that law enforcement and educators will have an additional tool for dealing with at-risk youth.

These are the **objectives** designed to ensure success of the project. The project director and students will produce a high quality book of inmate writings designed primarily for youthful offenders and junior high as well as high school students. The level of group interaction and problem solving strategies during editing and lay-out sessions by students will be evaluated by the project director and education supervisors at the Institution. A tape recorder will be used for documentation of interaction as well as direct observation by the project director which will be kept in a journal. Documentation will be submitted with quarterly and end-of-year reports. The final measurement of the groups' success is a book that is approved by CESA, meets all timelines and is printed on schedule. The Sheriffs Youth Resources Departments will receive inmate books to use and evaluate. They will be required to do a survey which will be attached to the end-of-year report. In addition, each book will have the address of the class who wrote the stories so readers can write back to the authors giving feedback. These will also be included in the end-of-year report. As more teachers are introduced to the project and its possibilities, they will begin to make a difference in the educational activities they provide to undereducated inmates. Teacher training is a vital part of this continuation process. The Scared Write Program will have the distinction of bringing together, in a cooperative effort, The Department of Corrections, The Department of Education, and the Correctional Education School Authority. Its' continuation and growth will serve as an excellent example of cooperation among State and possibly federall agencies.

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Section 353 Abstracts, 1995-96, continued

WHOLE LANGUAGE LINKS TO ADULT LITERACY

Whole Language Links to Adult Literacy was developed in **Dade County**. The **target population** of this project is **part-time ABE educators**. The **need** for this project is documented by examining the statistics from Dade County Public Schools Adult Education Program and the results of a March 1995 survey of ABE teachers and administrators. Statistics indicate that 1.2% of these teachers were certified in reading, 11.6% were certified in elementary education, .6% were certified in English and 86.5% were certified in other areas. In the March 1995 survey , 87% of respondents indicated that they were interested in participating in training that addresses the most effective strategies for teaching reading. Additional data indicate that only 2% of respondents were members of a professional reading association. A survey of administrators indicated that 100% of respondents indicated that their ABE teachers needed training in reading and that they would encourage their teachers to participate in such training.

Dade County currently employs 646 part-time teachers to provide instruction in the ABE program. Teachers in all ABE classes need to know reading strategies that will help their students understand and retain the information they are trying to gain. **Training in the whole language approach to literacy**, the **goal** of this project, will provide these teachers with the skills and knowledge to effectively teach their students these strategies. A **secondary goal** is to enhance the development of 50% workshop attendances by providing for their attendance at the Florida Reading Association Conference. This project addresses the following **national** and **state priorities**: training of teachers of adults to more effectively serve illiterate individuals with learning disabilities and individuals who read below the fifth grade level and provision of educational services to adults who are functioning at the fifth grade and below. Today's training requires an **integrated approach** addressing all four language modes-- **reading, writing, listening, and speaking**. These literacy skills may then be integrated across the content areas. By addressing curriculum in this fashion, students will grow in self-esteem, decision making, goal setting, and critical thinking. Workshops will be conducted using hands-on, interactive experiences in the four language modes.

Teachers will keep journals of their learnings, use their newly gained knowledge in their classrooms, learn to observe their students, respond to their observations and learnings, and share their responses with each other. Additionally, they will read and respond to professional literature and examine current materials which may be used in their classrooms. It is hoped that this project design, which showcases interactive and reflective learning, will have state and national significance.

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Section 353 Abstracts, 1995-96, continued

Evelyn B. Martin Center for Community Education

The primary goal of the second phase of this proposal is to enable the Evelyn B. Martin Center for Community Education at **Florida A & M University** to continue to assist the Bureau of Adult and Community Education in its mission to reduce illiteracy and undereducation among adults in Florida. Specifically, the proposed project is designed to improve Family/Intergenerational Literacy among the adults in Florida's Big Bend and Panhandle Region

Many of the counties in the Florida's Big Bend and Panhandle region are "poor and disadvantaged." Eight of them have been recognized by BACE members of Targeted Service Improvement Clusters 1 & 2. Out of the region's 1.125 million people, 836,000 are over the age of 18. In this age group, 215,000 lack a GED or high school diploma. The available data indicates that the local educational agencies are serving barely 12% of the population in need. One main reason why such a high percentage (25%) of the adult population remains undereducated is because there exists an intergenerational literacy problem, particularly among poor and disadvantaged.

The Evelyn B. Martin Center's **objectives** are to **1)** provide assistance and financial support to the first annual Southeastern Conference on Literacy, sponsored by the Literacy Volunteers of America, **2)** provide assistance and financial support to the annual ACE of Florida Conference, which addresses literacy concerns, **3)** host an annual fall regional workshop, focusing on literacy for adult and community education practitioners and volunteers, **4)** develop curriculum to adult/community practitioners in techniques and strategies for recruitment/retention of program participants, **5)** provide training for adult/community education practitioners in techniques and stategies for recruitment/retention of program participants, **6)** host an annual spring workshop "Fostering Partnerships and Alliances in Education," **7)** continue to publish and disseminate the Center's newsletter, *EXCEL*, **8)** recruit literacy volunteers, in the Pensacola Bay area through the local FAMU alumni chapter, to become involved with Literacy Volunteers of America, **9)** provide travel and registration fees for Center staff to attend the American Association of Adult & Community Educators' Conference.

The project will be divided into four phases: 1) orientation and introduction, 2) participatory goal-setting, 3) implementation of the project, and 4) evaluation.

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DOE Fellows Program (Florida A&M University)

Recognition of "pockets of illiteracy" led to the DOE-sponsored formation of Target Service Improvement clusters (TSIC) to address the literacy needs and opportunities found in Florida's communities. FAMU is host to the administrative center of TSIC One. A link connects the practice/methodological needs of graduate students in Adult Education Administration with support of the Literacy Action Pioneers Project. It is anticipated that 25% of graduate students will participate in assisting in the design and assessment of individualized learning strategies, compile data, and establish student portfolios. The DOE Fellows Program actively recruits minority and rural adult leaders who will impact on their immediate communities. The program in Adult Education Administration appeals to both traditional and non-traditional graduate students who will lead the state in addressing problems of illiteracy. This is the third and final year of the three- year project.

The project's major **goal** is to prepare and empower additional leaders in adult education to create and administer programs to combat illiteracy throughout the state of Florida, with particular emphasis on recruitment of minority and rural adults. This will be accomplished through an accelerated one-year master's program. The **objectives** are to **1)** enhance the flexibility scheduled master's program with additional field and distance learning opportunities, **2)** unite the University, the off-campus program and the surrounding communities in the serving of undereducated adult populations, and **3)** insure broader participation of minority and rural adults in the leadership of education.

A study will be undertaken in spring 1996 to answer these questions: How critical are "hands-on" field experiences for aspiring administrators for adult education? To what extent does cohort progression aid in retention and success of adult students? Can flexibly scheduled graduate programs in adult education administration maintain and/or exceed rigor associated with the traditional semester model? Focus groups of former graduates will be invited to participate. Permission will be asked to videotape sessions. **Dissemination** of findings will be via national, state and regional professional meetings and conferences. Personal appearances will be made by faculty and students when appropriate. Interim and annual reports will be made available to interested agencies. It is anticipated that the study will produce an article suitable for publication.

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PARENTS EDUCATING PARENTS (PEP)

Parents Educating Parents of **Florida A&M University** is directed at parents whose capacity to parent school-age children is compromised by the parents' educational deficiencies. The project addresses national and state priorities by targeting **educationally and economically disadvantaged adults**, reaching out to ethnic minorities and women, emphasizing development of language and literacy acquisition necessary to comprehend and meet institutional and family requirements. It is geared toward school readiness and retention, enhanced student performance and adult literacy. The project is **innovative** because it integrates adult and childhood education, self-improvement, and parenting , and is based on the knowledge that many parents' success in parenting can be learned by other parents through modeling. It introduces **non-traditional methods** and applies them to both traditional and non-traditional environments.

The main **teaching-learning techniques** utilize behavioral modeling, coaching, study circles, simulations and a process of systematic guidance and referral to traditional learning situations when such is justified. Material for learning will consist of realia so that what is learned can be readily applicable. PEP utilizes adult education and family literacy programs, local, state, and national child-care organizations and programs, Health and Rehabilitative Services Programs, local school-based programs and events that foster parent involvement, and university disciplinary programs such as psychology, adult education and counseling.

The **goal** of the project is to develop a sense of community and continuous collaboration among parents who learn successful parenting techniques and ideas from other parents and who develop a greater understanding of how to make critical parenting decisions. Participants will be involved in parenting education activities and will be assessed for educational deficiencies so they may be guided into additional programs and activities to raise their education levels and support parenting skills.

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ACENET at Florida IDEAL

The Institute for the Development and Enhancement of Adult Learning (IDEAL) housed at **Florida Atlantic University** (FAU) is committed to finding solutions for the new learning environments through advances in technology and the dissemination of exemplary and best practices programs. In 1986, leaders in Adult and Community Education in the state of Florida, under the direction of the Bureau of Adult and Community Education, created this service to enable educators to share information about programs and processes that were exceptional or that deserved both recognition and adoption statewide. This became known as the Florida Adult and Community Education Network Clearinghouse (ACENET).

The **goals** of ACENET at Florida IDEAL are to 1) maintain and monitor a database for exemplary projects from 1986 to the present and 353 training projects from 1989 to the present, 2) identify outreach activities that are of high priority to adult, community education and literacy administrators/teachers through surveys conducted, logs maintained, and materials requested, 3) identify the best practices available, 4) provide resource people and funding to address training/technical assistance needed at state conferences, regional workshops and districts, 5) disseminate information through abstracts, catalog of exemplary programs, electronic mailing, updates, etc, and 6) maintain an electronic library of curriculum materials.

ACENET at Florida IDEAL will also continue to produce several documents that enhance adoption of exemplary and best educational practices; provide technical assistance as needed, develop more formalized liasons with other state-wide serving agencies, organizations and groups; expand the present database; monitor and market exemplary projects, market exemplary projects and ACENET, and explore alternative funding sources for ACENET operation. The continuation of this project will assist local educational agencies (LEA's), community-based organizations (CBO's), Indian Tribes, correctional educational agencies, post-secondary educational institutions, and publis/private nonprofit litewracy organizations in conducting self-appraisals of their impact in "successfully recruiting, retaining, and improving the literacy skills of the individuals in such programs" and thus assist the Bureau of Adult and Community Education in addressing the National Literacy Act of 1991.

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TECHNOLOGY CONNECTIONS AT FLORIDA IDEAL

Advances in technology have redefined the concept of literacy for adults. Literacy includes use of technology in every day life as well as the ability to use the "3-R's". Advances in technology can address problems in adult education such as student recruitment and retention, turnover of staff, lack of instruments to measure program effectiveness and much more. Educational technology is needed to improve adult literacy programs.

The **goal** of **Florida IDEAL** is to assist adult, community, and literacy educators by finding solutions for the new learning environments created by today's technology. This will be accomplished by functioning in the following five key ways: 1) as a testing and state-of-the-art training site for technological developments and new methodologies which will enhance adult learning; 2) as a developmental site for computer-aided instruction and interactive technologies with distance-education formats; 3) as a dissemination site for low-cost, locally developed training that utilizes the best educational and multi-media practices; 4) as a provider of technical assistance for adult and community educators in areas such as strategic planning, collaberative efforts relative to Florida FOCUS, assessment systems/techniques, mentoring, multi-cultural communications, and innovative facilitating; and 5) as a production site for the Adult Education Section 353 Directory, Diagnostic and Prescriptive Instrument of Quality Indicators, Florida Directory of Adult and Community Resource Personnel and more.

Technology Connections by Florida IDEAL at FAU embraces the use of innovative methods, systems, materials, and programs which may have statewide and/or national signifigance, and assumes the responsibilities for the following through this grant proposal: Alpha testing of software; development of criteria for review of software and CAI, technical competence, and facility design; partnering agreements to develop needed products; electronic bulletin boards for advice/planning purposes; material dissemination by disks, CD-ROM, e-mail, etc.; exploration of internet resources for ABE/GED/ESOL; resource guides of technological expertise and products; statewide need assessments and "state-of-affairs" reports; production of electronic on-line services related to the development of interactive, multi-media training packages; creation of electronic assessment portfolios; and consortium and collaborative agreements based on a strategic technological network.

This project will be accomplished in these **six phases**: **1)** Partnerships with vendors will be established. Criteria for software evaluation, technology competency, facility design, etc. will be developed or obtained, and initial testing for technology will begin at FAU IDEAL Technology laboratory using adult and community educators as reviewers. **2)** Statewide needs assessments will

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culminate in technical guides for targeted areas or populations. Resource personnel throughout the state will be identified and "technology state-of-affairs" will be published. **3)** Training for mentors/trainers at select adult and community education sites or workplace literacy sites by IDEAL at FAU labs. Distance learning training will begin in conjunction with ACE of Florida, Florida Literacy Coalition, Florida FOCUS, and Florida Technology Conference. Information will be placed on-line dealing with quality indicators, resources available, etc. Instructional packages with various media and multi-media portfolios will be developed for adult and community education and literacy providers. **4)** Technical assistance for the E-Mail-iteracy program will be disseminated to a broader audience. **5)** A select site will come on-line as a satellite center with a multi-media lab to field test materials developed or rated by IDEAL with adult learners. Training sessions by IDEAL staff will occur at these locations through telecommunications or e-mail. Mentor/mentee training will be conducted and peer consultants will be trained regarding FIRN, Internet, Power Point, etc.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Quality Professional Development (QPD) - Florida Community College at Jacksonville

Like other community colleges and school districts nationwide, **Florida Community College at Jacksonville** faces shrinking funds, a large percentage of adjunct (part-time) faculty and a highly diverse student population. These factors create a number of professional development challenges. Nearly 40% of applied technology and adult educators currently receive no in-service training. Less than 25% are highly satisfied with current offerings and opportunities according to "Applied Technology and Adult Education: Professional Development Needs for the 21st Century."

QPD is a three-year project designed to create, pilot, evaluate, and disseminate a model multi-media professional development training series that meets specific faculty needs while addressing the institution's financial and time constraints. The project will address Program Quality Indicator 9.0 by creating an ongoing faculty development process that focuses on the skills necessary to provide quality instruction, with opportunities for practice and systematic follow-up.

Within a three-year period, FCCJ hopes to create, pilot, evaluate, and disseminate an innovative multi-media professional development series of six 30-minute videos, and six audio tapes along with an interactive series workbook and facilitator guide for **adjunct instructors of ABE, GED, and Adult High School adult students**. This is the **three-year plan**: 1) **Year One-** Conduct a training needs assessment and use it to develop, pilot, evaluate and refine three core professional development series to 33 FCCJ adjunct faculty members. 2) **Year Two-** Develop, pilot, evaluate, and refine three instructional discipline-specific ABE, GED, and AHS) training sessions on "Effective Teaching Methods and Trends, Curriculum, and Assessment Models" and produce three 30-minute videos and three audio tapes with workbooks and facilitator guides. 3) **Year Three-** Pilot the multi-media materials as a self-study series, continue evaluation, broadly disseminate information and multi-media materials, and complete the summative evaluation.

All FCCJ adult studies faculty will be asked to participate in an up-front training needs assessment, and 33 adjuncts will be recruited to participate in pilot training sessions. Participants will receive earnings of $15 an hour to attend a total of four training sessions. Each will commit to 16 hours of training over the three years of the project, taking pre-tests and post-tests and completing self-evaluations after each session to assess the effectiveness of the training and its practical application in increasing student success. Student evaluations and the Student Success Tracking System (SSTS) will provide comparative data from the project's ultimate customer, the student.

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Student Success Tracking System (SSTS) Dissemination

Florida Community College at Jacksonville (FCCJ), with the collaboration of the ten state educational institutions and agencies that comprise the Student Success Tracking System, seeks to address the need for school improvement and accountability by disseminating its customized computer-based tracking system. SSTS addresses the literacy needs of Florida's **undereducated, disadvantaged, and other target adult learners** by providing an automated means of capturing and reporting data that can be used to improve student success, program responsiveness, and accountability. It will enable participating LEAs (Local Education Agencies) to move toward assessment based on performance and will help meet the need for measures of performance outcomes in adult education.

The **goal** of this project is to provide LEAs with an innovative and flexible tracking system that will promote program quality through effective planning and evaluation, and demonstrate the effectiveness of adult education programs. SSTS dissemination will enable participating LEAs to effectively capture and report on indicators of adult education program quality. Once an agency has input SSTS data for a complete term, it will be able to effortlessly produce reports on indicators such as educational gains and outcomes, student retention, recruitment, curriculum and instruction needed, and support services. Additionally, SSTS itself directly addresses program quality indicator 6.0, program planning and evaluation by providing for comprehensive student tracking and follow-up.

SSTS dissemination project **objectives** are to recruit and select Florida LEAs to implement the SSTS: promote the SSTS at State conferences; develop planning materials that will prepare agencies for successful implementation; keep the SSTS responsive to changes in State trends and issues related to adult education program accountability; enhance LEA staff and faculty SSTS training during and beyond the grant period by developing training videos; facilitate SSTS implementation by participating agencies; increase LEA administrators' buy-in; and facilitate national dissemination.

Additional information is available from the Florida Adult & Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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AGING/LITERACY INITIATIVES: A CALL TO ACTION

Florida sets the pace for the rest of the nation with its older population. Twenty-four percent of Florida's citizens are over the age of sixty. A 1994 Literacy Needs Assessment commissioned by the Florida Department of Education reported that over half a million of those over sixty have completed eight or *fewer* years of school. Research gathered in two previous demonstration grants has documented the need for more effective training of all individuals who work with older people. This project supports this need through coalition-building with aging and literacy providers and with staff development and training.

Through this project, the **Florida Council on Aging** hopes to form a coalition among Area Agencies on Aging (AAAS) in Florida to increase participation and retention rates of older persons in literacy and adult education programs. The challenge of this coalition would be to: 1) proclaim elder illiteracy a serious threat to the independence, sound physical and mental health, economic well-being and overall quality of life of older Floridians; 2) apply the entire range of state powers and functions to reduce illiteracy rates among the old; 3) encourage health and social service providers to assess literacy needs of older adults and assist with improving literacy skills; and 4) support local community efforts to increase literacy skills. This is the **goal** of Aging/Literacy Initiatives: A Call to Action.

The **focus** of this proposal is to expand outreach activities to disadvantaged adults who demonstrate basic skills at the 5th grade level or below and to those with disabilities through dissemination of exemplary programs and training of adult administrators/teachers. It is also to train persons engaged or preparing to engage in adult education, including full-time professional adult educators and training teachers of adults to more effectively serve these individuals.

The Florida Council on Aging is especially suited to implement this project. In addition to having successfully implemented three Florida Department of Education grant projects, FCOA also has experience in developing and implementing educational activities, workshops, and programs. To assess the effectiveness of the project in reaching the goals and objectives of the grant, progress will be evaluated utilizing a formative process as well as a qualitative formative evaluation to measure program completeness.

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CELEBRATING VOLUNTEERS IN LITERACY

The **Florida Literacy Coalition** serves a statewide network of over 200 literacy providers which include school districts, community colleges, universities, libraries, community-based volunteer literacy programs, and correctional facilities. *Celebrating Volunteers in Literacy* addresses the national education priorities for training persons engaged or preparing to engage in adult education. Teachers, administrators, part-time instructors, support staff and volunteers will develop their skills and the quality of their programs through the services and networking opportunities (including consultation, workshops, and resources) made possible through this project. The **primary goal** of this project, which is in its second year, is to reduce illiteracy and undereducation among adults in Florida.

The training of adult educators is critical to the delivery of quality adult education programs, which are designed to serve all of the populations targeted by both state and national priorities. The training workshops will advance the development of the literacy system as a whole by providing literacy practitioners with access to training. Through the five regional *Celebrating Volunteers in Literacy* workshops, the Florida Literacy Coalition will promote and foster a spirit of cooperation and collaberation among literacy providers to create innovative services and activities. Workshops are designed as an experimental model for the delivery of literacy instruction and staff development. It is intended to supplement traditional staff development methods and provide a flexible framework of options best suited to the specific needs of the literacy providers while meeting both state and national priorities.

Resources to provide staff development opportunities will expand and improve the current system for delivering adult education services to undereducated and/or educationally disadvantaged adults. The *Celebrating Volunteers in Literacy* workshops of 1994-1995 were well received and indicated the need for more localized training. The ultimate **goal** is to create a fully coordinated literacy training initiatve.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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THE SURVIVAL SKILLS FOR MIGRANT FARMWORKERS PROJECT

Migrant farmworkers and their dependents encounter situations daily that demand some level of English language competency. Educators have traditionally had difficulty meeting that need. The demands of the migrant lifestyle and scarcity of materials with rural and agricultural themes retard progress in migrant education. Farmworkers are one the most disadvantaged groups in the country. The majority of this population in Florida is Latino. Most come from Mexico and Central America. In some groups only 1% may speak and/or read English fluently.

Materials for migrant farmworkers must be be contextually relevant and up to date to be useful. The **goal** of the *Survival Skills for Migrant Farmworkers* is to produce materials that are learner-centered, user-friendly, community-specific, and bilingual. The lessons will be based on the language needs indicated by the farmworkers themselves, their teachers, and public and private organizations with which they interact. The materials will be reviewed and field tested by English for Speakers of Other Languages (ESOL) practitioners. Revisions will be based on those reviews. ESOL teachers, administrators, and volunteer tutors will be trained on how to use the materials. Once produced, the materials will be distributed to groups serving migrant farmworkers for classroom use. The layout and format of the materials make them easily adaptable, so programs throughout the migrant stream will be able to utilize them.

The lessons will follow an icon-based table of contents for easy use by students. Vocabulary and grammatical structure will reflect urgently needed survival English competencies. Clear graphics and bilingual captions will aid in comprehension. Audio tapes will be available to help learners supplement classroom work with practice at home. The guiding principle in every stage of this project is that producers of ESOL material must be sensitive to the needs of rural, agricultural, migrant learners; aware of the dynamics of the migrant lifestyle; and alert to the implications those needs have for material development. The propsed outcome is to provide the most urgently needed survival English in a user-friendly format that is community-specific, bilingual, and has a rural, agricultural focus.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Enhancement to Competency Based Curriculum: Year Three

The Florida State Board of Education mandates a competency based, open entry, open exit curriculum in the area of adult education. It is also mandated that adult education teach the same course frameworks as are taught in secondary education. The Hillsborough County Department of Adult and Community Education, whose instructional staff is almost entirely part-time and placed in centers throughout the county, realizes its obligation to provide both its instructional staff and students with materials that relate to the state frameworks. These materials should also be appropriate for use in an open entry, open exit, competency based type of delivery system.

The **purpose** of this proposed project is to provide training for targeted members of the instructional staff in the selection, use, evaluation,development, and production of competency based curricula including video tapes. The **target population** will be five carefully screened teachers from the adult education centers in Hillsborough County with the most capable applicants being selected for the program. These individuals will then meet over the next ten months for the purpose of addressing the goal to develop increased efficiency in the selection, use, evaluation, development, and production of competency based curricula including both written and video materials. Expert direction will be provided by consultants from Hillsborough Community College, local universities, and the private sector. Additional support will be provided from staff of the School Board of Hillsborough County. Alocal production facility will be used for video productions. During the past two years, this project concentrated on science, social studies, mathematics, and oral communications. The third and final year of this project will focus on critical thinking and writing skills.

All materials developed by this project will be field tested in the adult education centers and the results examined by administrative staff members. All project participants will be provided with an evaluation instrument on the quality and usability of the activities and instruction provided during periodic sessions. Project consultants will be evaluated by the participants in terms of their effectiveness and the extent to which they made meaningful contributions to the success of the project. Consultants will be requested to evaluate the extent to which the project met its targeted objectives and to evaluate the materials developed by the project participants. Major weaknesses identified will be made known to the proper administrative staff members who will develop procedures so that these weaknesses may be dealt with effectively.

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CROSSROADS CAFE: An Adult-Level Video Course to Teach English to Speakers of Other Languages

The 1990 U.S. Census revealed that 25.5 million adults speak a language other than English at home and 12 to 14 million adults have difficulty reading, writing, speaking, and understanding English. In Florida, census estimates show 17% of the population needing ESOL services. Unfortunately, existing ESOL courses can accommodate only 5-10% of people needing them. As a result, millions of intelligent motivated adults with limited abilities to speak, read and write English face several disadvantages in receiving education, competing for jobs, and otherwise participating in society. *Crossroads Cafe* will directly serve the needs of **limited English proficient adults** including instruction in cultural themes and life-skill topics, learning strategies, and language skills. Telecommunications-based materials will increase student access to ESOL instruction by eliminating common barriers like class space, transportation, and child care. The delivery system, television, is perceived as patient and non-threatening. In an unprecedented collaboration, Intelecom, the state of Florida, and other states with large populations of limited English speakers will join professional and financial resources to produce this program.

The *Crossroads Cafe* project specifically addresses the priorities of the Adult Education Act by providing direct instruction and support to adults with limited proficiency in speaking, reading, writing, and understanding English. In addition, because *Crossroads Cafe* will be available through broadcast television and other distance learning technologies, the state of Florida will be able to use the project materials to provide ESOL instruction to large numbers of disadvantaged adults (immigrants, minorities, physically disabled, chronically unemployed, incarcerated or homeless). Florida will also be able to use the project as an in-service tool to assist in training those in the adult education field.

Crossroads Cafe will result in the creation of **network-quality video programs** and closely **integrated multi-level worktexts, photo novellas, and teacher materials** for use in all of Florida's ESOL programs.

The project materials will have broad applicability in ESOL programs throughout the state of Florida and the nation. Because prominent Florida ESOL leaders have assisted in creating *Crossroads Cafe*, it directly addresses the needs of Florida's limited English proficient adult population. Its unique format, which combines dramatic action with short, electronically sophisticated segments, draws upon the latest in video production and post-production techniques. Initially, the video will be distributed in the highly accessible broadcast and cassette format, and then the programs will be mastered on digital technology which will allow future development of CD-ROM and other multi-media versions.

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The close partnership between Intelecom, the National Leadership Council, and the National Academic Council, has resulted in a **project format** that artfully maximizes the instructional benefits of video and print. Each of the 26 lessons incorporates a specific cultural theme, such as "Time is Money," "Let the Buyer Beware," and "Budgeting," while instructing learners in atleast one language function, reading and/or writing skill, documentary/culture theme, and learning strategy.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for aditional resources or information.

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Developing the New Curriculum for Adults with Disabilities and the Activities Manual

Historically, providing educational services for adults with disabilities was not a priority in most school districts. With the passage of the Zollie Maynard Education for Handicapped Adults Act, a major step was taken to place emphasis on the educational opportunities for **adults with disabilities (AD)**. This law establishes educational programs in categories of adult literacy, adult general education, and vocational, supplemental and job preparatory and encourages adults with disabilities to improve and increase daily living and academic skills and economic independence.

Since 1982, **Leon County Schools** has been serving a growing number of these adults as well as other districts throughout the state. Educational services are varied and specialized depending on the disabilities of the students in a particular class. Leon County developed and is using "Curriculum for Students with Special Needs" along with the "Activities for Students with Special Needs" manual. These must now be revised and updated in order to meet the needs of the students and the goals set forth on a national, state, and local level.

The **goal** of this project is to provide an *Adults with Disabilities program* curriculum statewide, that will be the foundation for meeting the many varied educational needs of the students and provide training and technical assistance on a local, regional, and state level for teachers and administrators. The **objectives** are: **1)** that the existing and widely used curriculum/activities manual will be revised, updated and correlated with the DOE ABE Performance Standards with special emphasis on functional skills; **2)** to develop an automated performance standards reporting form and pilot use in the Leon County AD Program; **3)** that a training component, using the curriculum/activities manual, will be developed and field tested with Leon County AD teachers; **4)** to provide training for teachers and administrators at state conferences and locally; and **5)** to disseminate the curriculum manual and staff training component to adult education directors in all Florida School Districts.

The revision of this curriculum will insure that AD students have programs that are innovative and meet current needs. The ease and practical application of the curriculum, the many ideas for educational activities, and the built-in program accountability feature will result in a curriculum that can readily be used on a local, state, and national level.

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Florida Automated Student Performance Standards System (FASPS)
(Leon County School District)

With the approach of Florida's new plan for school improvement and accountability, increasing emphasis will be placed on **measurable student outcomes**. Not only will this require individual schools to access baseline data for their student population, it will require schools to analyze such data from year to year in order to develop plans for school improvement. In adult education, easily retrievable data on student performance, grouped by class and district-wide, is often difficult to obtain since adult education is voluntary and students come and go. Standardized tests are not the best measures of student performance but there is a need to analyze and report what students have learned. There may be other ways to measure student performance which are correlated to student outcomes. These may be considered as genuine measures to be used in planning for school improvement and reporting accountability.

The **goal** of this project is to establish and promote the collection of complete data on continuous student performance in relation to reporting for and developing School Improvement Plans to meet the objectives established in Blueprint 2000. Administrator and teacher training are essential parts of this project. The training will include promotion of technology for teachers and administrators through use of an automated student data collection system. The FSPS computer program is a system of reporting total student progress/attainment of student perfomance standards and allows for information on any Florida student, school or county to be reported on NCS scan forms or put into the computer by hand.

This project will address the program goals of providing instructional programs to the adult population lacking basic and functional literacy skills and serving any of the adult populations outlined as target groups in Florida's adult education program, most specifically **educationally disadvantaged adults, adults with disabilities and limited English proficient adults**. Since a part of providing instruction to adults include the monitoring of student progress, this project aims to assist in the monitoring of student progress for any adult student in a course which has identified student performance standards, but will mostly assist in monitoring and reporting progress for those students functioning at the lowest levels.

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Miccosukee Corporation: PROFESSIONAL STAFF DEVELOPMENT

The Miccosukee Tribe of Indians of Florida, through a Section 353 project, developed high interest/low level materials for use by adult learners which reflect the activities of daily Miccosukee life. The project was very successful and received Statewide and national recognition. The curriculum guide developed has been eagerly accepted by adult learners functioning below the 8th grade level. The new proposal consists of a **three-year plan** to design and produce a comprehensive set of insrtructional materials and workbooks which will reinforce the unique culture of the **Miccosukee adult learners**. At the same time, the learning materials will provide for the development of basic reading/math, and high level reading skills. "How to" and staff training materials will enable other groups to develop culturally relevant learning materials.

The **goal** for **year one** (95-96) is to introduce a textbook, curriculum guide and materials to adult learners with low math abilities. The products will reflect the lifestyle, history, work and daily activities of tribal members.

The **goal** for **year two** (96-97) is to provide Miccosukee adult learners with workbook materials in basic reading and applied mathematics which emphasize Miccosukee culture while encouraging development of reading and math competencies to enhance employment opportunities and activities of daily learning. Workbooks for adults with low reading and math abilities will be developed to facilitate self-paced learning at home.

The **goal** for **year three** (97-98) is to provide Miccosukee adult learners with instructional materials in higher level reading skills which reinforce facets of Miccosukee culture while providing reading skills appropriate for the GED, vocational and post-secondary education and daily living activities requiring reading skills at grade levels 9-12.

This project will have statewide and national signifigance. Its innovative approach incorporates the creation of culturally-specific materials that will allow Miccosukee adults to learn through tactile and kinesthetic instructional activities rather than visual activities only.

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INTERACTIVE ORAL COMMUNICATION COMPONENT (Orange County)

According to the U.S. Bureau of Census, in 1990, thirteen percent of the population of Orange County spoke a language other than English at home and considered themselves to have limited knowledge of English. The number of English proficient county residents has increased since then and has negatively affected the school systems. During 1993-1994, there were 6,489 adult LEP (limited English proficient) students served in ESOL courses, but only 5% of this number successfully participated in technical education courses. In order for **LEP adults** to successfully participate in these technical job prep programs or seek employment, it is necessary to function at a high level of English language proficiency. LEP students who want to pursue technical careers must master the spoken aspects of the language. Major concerns of technical instructors and employers are the inability to understand their LEP students/employees, and the inability to access their LEP students/ employees comprehension of instructions.

The **ultimate goal** of the Interactive Oral Communication Component (IOCC) is to assist LEP adults in achieving effective oral communication skills in job prep (technical education) and workplace situations. The IOCC coordinator will determine and document which language patterns are most used in the technical training classroom and in the workplace. The IOCC coordinator will also observe the oral communication difficulties which LEP adults most frequently encounter in these situations. Based upon this information, the coordinator will develop the necessary curriculum plan and identify appropriate materials and methodologies to be used in the IOCC classroom. Since oral communication is an active skill, Listening/Speaking classes will be held to focus on the identified patterns and to require students to use the pattern in communicative situations in the classroom. The IOCC coordinator will also identify the latest technology available in voice interactive software to be utilized on the computers available in the VESOL program in order to assist with individual problems that an LEP student may experience in pronunciation.

Since collaboration with ESOL, VESOL, and technical education instructors is required for the program's curriculum development, lines of communication will develop among academic and technical educators. These lines of communication will lead to an understanding of, and a sensitivity to, the difficulties the LEP adult faces when entering technical education and/or the workplace. The development and implementation of the IOCC will be a team effort, offering the student a blend of technical and academic education. The potential for teacher training will be ongoing during the project as the IOCC coordinator and instructors share information and learn from each other in an effort to provide the best possible services for the LEP adult student.

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The barrier created by the inability of LEP adults to communicate effectively in oral English is not limited to Orange County. The IOCC will document research, curriculum, materials and methods that work together to produce students who react and interact appropriately using the oral aspects of the English language. This documentation and experience will be shared with other districts through presentations at three state conferences: the Adult and Community Education Conference, the Sunshine State TESOL Conference and the Florida Vocational Education Conference.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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FLORIDA ADULT PRIMARY LANGUAGE SUPPORT PROJECT
(Palm Beach County School District)

Florida serves approximately 115,000 **LEP (Limited English Proficient) adult students** throughout Florida districts, libraries, community- based organizations and workplaces. It is estimated that as many as 20,000 or more of these students in South Florida function in their primary (home) languages below the third grade level. The identified languages include Haitian-Creole and Kanjobal/Spanish. In order to transition to ESOL Literacy in a timely and successful manner, these students benefit from ESOL classes using Primary Language Support as outlined in the Florida Adult ESOL Curriculum Frameworks. Unfortunately, there are very few commercially available materials. As a result, districts providing Primary Language Support currently depend on teachers, volunteers, or paraprofessionals to develop these materials as part of course delivery. This places a burden on personnel to develop materials while delivering services.

The **goals** of the Primary Language Support Project are: 1) to develop basic **literacy materials** in languages identified by Florida districts (specifically Haitian-Creole and Kanjobal/Spanish with support in English); 2) to develop a literacy **placement test** for adult LEP speakers of Kanjobal/Spanish; 3) to develop Primary Language Support Literacy **promotion tests** specifically in Haitian-Creole and Kanjobal/Spanish with support for transition to English in order to assist districts in the transition from basic Primary Language Support Literacy to ESOL Literacy; 4) to provide **sample lessons** for teachers and/or facilitators of Primary Language Support to use as models for Beginning and Transitional Primary Language/ESOL Literacy classes throughout Florida; and 5) to submit these materials to the Florida ACENET and the ERIC Clearinghouse for **dissemination**.

The **procedures** for this project include a solid implementation plan that directly involves Primary Language Support/ESOL personnel currently involved in Primary Support/ESOL throughout South Florida. Writing team members will be selected based on their submission of written samples according to a writing plan. The selected writing teams will then develop materials that may be used throughout the state by teachers, paraprofessionals, and volunteers. These materials will specifically address criteria in the Florida Adult ESOL Curriculum Frameworks.

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Educational Quality Indicator Program (EQuIP) for Adult Education Programs
(Santa Rosa County School Board)

The Western Panhandle Coalition in Phase Two of this project completed the training manual and initial resources based upon the quality indicators of adult education. The manual consists of nine focus areas that address each of the nine quality indicators. Modules have been developed which define each of the indicators and their descriptors. These modules give specific information, terms and examples that provide direction to the adult educator on implementation procedures that address the criteria for quality performance. Two conclusions have been derived from input received by workshop participants: 1) an overwhelming acceptance to the value of the manual by the practitioner in adult education and 2) the need for additional development of resources and manual refinement.

The Florida Atlantic University (IDEAL) 353 project *Diagnostic and Prescriptive Instrument of Quality Indicators* has produced a manual that correlates with this project. The IDEAL project (*DPI*) provides the diagnostic and prescriptive components for the quality indicators while Santa Rosa County's project, the *Adult and Community Quality Indicator Training Manual* (*ACQI*), provides the components of training for the quality indicators. Both agencies involved felt that the two models be combined into one for a comprehensive training manual. Therefore, the **goals** of this grant are: **1)** to field test and refine the training manual; **2)** to complete the resource directory; **3)** to coordinate the Florida IDEAL *DPI* project and the Santa Rosa County *ACQU* project; and **4)** to disseminate the manual and train adult education providers.

Six phases of development will be utilized. These phases are: 1) Thoroughly promote and pilot the project with adult educators statewide at a number of regional workshops and annual conferences where constructive criticisms, recommendations for additions or deletions, and changes in content are solicited in order to refine a truly adaptable training model. 2) In collaboration with the Florida Department of Education and other agencies involved in the initiatives to address the Indicators of Adult Education Program Quality, develop a plan for training. 3) Continue to identify, collect, categorize, and employ resources that will assist in the expansion of the training model. 4) Distribute the completed training model to all districts and interested educational agencies within the state. 5) Implement immediate use of the training manual within the Coalition. 6) Initiate a policy where the original training model is periodically examined by the coalition membership for continued relevancy and to publish revised materials that reflect current realities or situations within adult education.

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Adult Basic Education/ESOL: A Multi-Media Model for Adult ESOL Educators

The fact that the minority population of the United States will increase 47% by the year 2050 will impact American society as we know it today. Currently, there are an estimated 2 million non-English speakers in U.S. classrooms. According to the 1990 census, Seminole County is ranked as the third fastest growing Hispanic populated county in the United States. A definite and expanding need exists to provide English instruction to this population. **Seminole Community College** has already demonstrated its commitment to incorporate technology into the ESOL curriculum by purchasing nine computers with multi-media capability. The next project is to build a complete ESOL multi-media lab.

The **primary goal** of *A Multi-Media Model for Adult ESOL Leaders* is to provide **minority, limited English proficient (LEP), undereducated adults** basic and functional literacy skills. This proposal incorporates the development of a curriculum and training model whose major element is computer-assisted technology. This project will include the acquisition of software, the development of a model adult ESOL curriculum integrating computer technology, and training provided to adult ESOL educators in the community colleges which provide adult education in Florida.

The **objectives** of this project are: **1)** to provide an increase of student satisfaction of the target population due to the use of integrated computer assisted instruction within the curriculum as measured by a self-reporting survey at the end of each term; **2)** to develop an effective curriculum that places second language acquisition as the focus of instruction incorporating computer literacy skills which will be measured by the percentage of students demonstrating gains on departmental exams and by the number of students who advance to a higher level; **3)** to provide an increase in computer skills to the target population which will be measured by a pre and post computer literacy exercise; **4)** to provide training for adult ESOL educators in computer assisted instruction where effectiveness of this training will be shown by an evaluation survey at the end of the training sessions; and **5)** to provide a computer assisted curriculum that improves student retention measured by the number and percentage of students who remain in the program as compared to previous terms.

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Development of RITE Curriculum Materials (University of South Florida)

Responsible Inmate-Taught Education (RITE) was funded by the Bureau of Adult and Community Education during the 1993-1994 fiscal year. During that time, two RITE programs were conducted at Sumter Correctional Institution while one was conducted at Jefferson Correctional Institution for women. Together these programs trained over 40 college educated inmates as teaching assistants.

The **goal** of this project is to make available the RITE program through the creation and publication of curriculum materials which will include a comprehensive manual and video tapes of actual class presentations. The development of this project will enable **incarcerated adults and educationally disadvantaged adults** to read, write, and speak English, compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve their goals and develop their knowledge and potential. It will also provide instruction to the adult population lacking basic and functional literacy skills or competencies related to prose, document, and quantitative literacy skills.

The **objective** of the RITE Curriculum Materials Program will be to plan, develop, and standardize this 12-week intensive training program for college-degreed inmates who want to serve as teaching assistants in the prison system. The video tapes will include materials from the RITE programs at Sumter Correctional Institution and Jefferson Correctional Institution in which qualified inmates received instruction in curriculum and materials for low-level adults, the psychology of education, and teaching in prison school. The training materials and video tapes will make the RITE program transferable to other correctional facilities.

The RITE Curriculum Materials Program is intended to train adult basic education teaching assistants from the pool of college educated corrections inmates volunteering to participate in the RITE program. The curriculum training manual with its accompanying videos will make use of a quality instructional techniques approach for developing paraprofessional resources. As more RITE graduates move into the field and begin to make a difference in the services provided to remediate and/or train undereducated inmates, the program will be disseminated to other agencies throughout the country. The program has already attracted regional attention from state and federal prison correctional education administrators. With the standardization of the RITE program, incarcerated persons across the nation could enhance their own professional development by helping other inmates to learn.

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A.C.T. NOW (Assessment, Counseling, and Transitional Services)
Suwannee County Schools

Suwannee-Hamilton Area Vocational Technical and Adult Center (SHAVTAC) implemented a model Competency Based Adult Education (CBAE) program in 1990. The annual CBAE enrollment has increased by 74%. The percentage of 16-18 year old students enrolling in CBAE classes has increased from 39% to 77%. The 16-18 year old student needs are increasingly greater because they are enrolling with fewer credits and have no defined educational/career goals. Local statistics also indicate that 65% of the CBAE graduates from the past five years are unemployed and have no defined education/career plans. Madison, Hamilton, Lafayette and Dixie counties demonstrated their need through their selection as TSIC II counties (Targeted Service Improvement Cluster) last year. Students in these five counties will benefit from the integrated system of services provided through *A.C.T. NOW*. **Two groups have been targeted for services; currently enrolled 16-18 year old CBAE/GED students and recent CBAE/GED graduates.**

The *A.C.T. NOW* model will use innovative methods in Assessment, Counseling, and Transitional services (A.C.T.). The model will be developed in **Suwannee County**, piloted in TSIC II, and disseminated throughout TSIC I, II, and III. The project, in collaboration with SHAVTAC's team of three expert, highly experienced adult educators, will ensure that students leave the project with well-defined career and/or educational goals and increased employment potential.

The **project goals** are: **1)** to develop a model delivery system that will match the individual student's strengths and with the requirements, needs, and expectations of local employers, training programs and/or the military; **2)** to ensure that students leave the project with well-defined education/career goals and increased employment potential; **3)** to pilot the model delivery system with students in TSIC II; and **4)** to disseminate the model in the thirteen TSIC counties.

This project will provide staff development for at least 25 adult education teachers, volunteers, and administrators from Suwannee and TSIC II counties. Training workshops, conducted quarterly, will include techniques, methods, and procedures developed an in the *A.C.T. NOW* model. These quarterly workshops will provide a forum for discussing project progress, receiving feedback from pilot sites, and modifying the program based on suggestions. The completed model will be available to any other interested Florida districts.

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Project TALENT: Using Technology to Assist Learners of English in Transition

(University of South Florida)

Many Pinellas ESOL students work their way through the ESOL program over a matter of years with their long range goal being the attainment of a GED or preparing for advanced academic or vocational study. In addition, research shows that many immigrants spend their first years working and after 5 or more years at the same job, decide to return to night school to improve their English in hopes of a future promotion or career change. All students who are enrolled in ESOL programs at the intermediate to advanced level have special needs in refining their English and in preparing for promotion into ABE/GED programs. These special needs include diagnostic assessment and individualized development of reading and writing skills, refinement of speaking and listening skills, and development of appropriate learner strategies. To prepare the students to achieve success upon transition into an ABE/GED program once they have attained a 9.0 reading level, there must be well defined and planned articulation between the ESOL and ABE/GED programs, collaboration and understanding between the ESOL, ABE/GED and adult high school instructors as well as development of the instructors' understanding of the special linguistic and cultural needs of **LEP (limited English proficient) students** enrolled in ABE/GED and adult high school classes.

The **goal** of *Project TALENT* is to facilitate the placement, instruction and promotion of LEP students in ESOL, ABE, GED and adult high school courses in Pinellas County by creating a technology-assisted model transitional program at Tarpon Springs Community School (TSCS) and extending this model to four additional schools in Pinellas County. At the conclusion of the project, an implementation plan will be developed to assist other Florida counties in replicating the model program.

The accomplishment of the nine program objectives will ensure a planned, cohesive sequence of instruction for LEP students from beginning ESOL through GED completion.

The **objectives** of *Project TALENT* are: **1)** to develop a computer-assisted diagnostic assessment and progress evaluation system (CMI system) for LEP students and a complementary portfolio assessment system; **2)** to implement the assessment system at TSCS and at four other community schools in Pinellas County; **3)** to create an advanced oral/aural skills course which includes instructional technology for LEP students; **4)** to enroll 15 students at TSCS in the model oral/aural skills course; **5)** to train 35 ABE, GED, ESOL and adult high school teachers about the linguistic/cultural difficulties of LEP students; **6)** to provide a model and training support for establishing transitional teams and mainstreaming plans among these teachers at seven community

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schools in Pinellas County; **7)** to train these 35 teachers to use instructional technology in their classrooms and apply appropriate learning strategies; **8)** to create a statewide instructional technology task force for adult ESOL which will serve as the advisory committee for this project and devise a plan for replicating the project's results in other counties throughout Florida and establish an ongoing group conference on the FIRN Network for Adult ESOL; and **9)** to conduct detailed research on the program's effectiveness for publication and presentation at state and national conferences.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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EXCEL: Expanding Competencies of ESOL Leaders - Peer Coaching Training and Training for Administrators and School Personnel
(University of South Florida)

As the number of immigrants and refugees who enter Florida continues to rise, an ever-increasing need exists for appropriate educational services which will enable them to become productive members of their communities. Many of these immigrants enroll in adult ESOL classes in which the teachers have little or no formal training in cross-cultural communication and understanding. Moreover, numerous limited English proficient (LEP) students enroll in adult basic education (ABE), general educational development (GED) or adult high school (AHS) classes either upon completing an ESOL program. In Hillsborough County and neighboring districts there is a need to develop a number of "ESOL Peer Coaches." There is also a need for **training workshops** in order to develop a kit of materials to ensure that ESOL, ABE and GED teachers are meeting the needs of the ESOL student. Training is also needed for school administrators and other school personnel.

The **goal** of Expanding Competencies of ESOL Leaders (EXCEL) Teacher Training Project is to develop specialized training materials and in-service training to **adult ESOL teachers** who will serve in their districts as "Adult ESOL Peer Coaches." In addition, the EXCEL project will provide ESOL training to school administrators and school personnel.

The **objectives** of this project are: **1)** to deliver 45 hours of training to adult ESOL teachers to serve as "ESOL Peer Coaches" in Hillsborough County and ESOL teachers from fourteen other districts from the USF service district areas; **2)** to develop a kit of materials to assist ABE, GED and ESOL teachers working with ESOL students; **3)** to deliver 12 hours of in-service to school administrators in Hillsborough County School District **4)** to deliver two 3 hour workshops which will be offered in two different regions for the other service districts; **5)** to deliver a 2 hour in-service training session for school personnel (counselors, secretary, staff, etc.) which will take place in Tampa and be delivered through distance learning; **6)** to disseminate videotape of 2 hour in-service training session for school personnel to participating districts; **7)** to develop a resource handbook for school administrators and school personnel which will be distributed to school administrators and school personnel during the ESOL workshops; and **8)** to disseminate the EXCEL ESOL Resource Kit and the ESOL Resource Handbook at the Literacy Conference and Sunshine State TESOL Conference.

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Advance Organizers

Implementing an "Advance Organizer" is an effective strategy to assist students in relating their individual experiences and knowledge-base to the current topic of study. Research indicates that presenting material to students using an organizing structure (like advance organizers) is more effective for student retention of material presented.

The Advance Organizer Model is comprised of three phases. Each phase will now be explored.

Phase I: Presentation of Advance Organizers

⇒ **STEP 1** Clarify the aims of the lesson

This orients the student to the goals of the lesson and gets the student's attention.

⇒ **STEP 2** Present organizer

The organizer is a broad concept related to the area of present study. It is more general in nature than the learning material to be presented. It is also more abstract than the actual lesson which is the feature that separates it from just introductory ones overviews (which are presented at the same level of abstraction as the lessons themselves). Therefore, to be an advance organizer, the idea used must be brood (more inclusive) and of higher abstraction than the actual lesson. Next, the teacher and students must identify essential traits of the specific organizer, using examples. Students must actually perceive the use of the organizer, and the teacher must constantly relate the organizer to the material in the lesson.

⇒ **STEP 3**

Finally, the teacher needs to initiate and classify awareness of the students' past experiences and knowledge that relate to the organizer.

PHASE II: Presentation of Material

⇒ **STEP I**

Present material, stressing throughout the presentation the organization of the material. Doing this will assist the teacher in maintaining students' attention.

⇒ **STEP II**

Identify the "logical order" of the presented material and how it relates to the advance organizer.

PHASE III: Strengthening Cognitive Organization

Strengthen the students existing mental structures or mental organizations using the following steps:

⇒ **STEP 1**

Employ "progressive differentiation" - that is, teach the most general ideas of the new topic materials first, then gradually go into details and specifics. Also, promote "integrative reconciliation" of the new material with students' current mental organization. That is, relate new ideas to previously learned ideas. Do this by: (a) reminding students of the larger picture; (b) asking students to summarize the major traits of the new material; (c) repeating definitions if they are precise ones; (d) identifying differences in the new material presented.

⇒ **STEP 2**

Encourage active learning by: (a) having students verbally relate how the new material connects with the advance organizer; (b) requesting additional examples based on the concepts presented in the new material; (c) letting students verbalize the intent of the material in their own words and frame of reference.

⇒ **STEP 3**

Clarify material for students. Help students make connections between the new material and their existing knowledge. Do this by assisting students in looking for organizing ideas. Then encourage students to design organizers of their own.

Example of Advanced Organizer

In her English class, Ms. Basett has as the learning objective for students to differentiate between literal and figurative meanings of words. To initiate the lesson she uses an advance organizer by stating that words often serve dual functions. Words mat represent actions, things, states of being, etc. However, words may also suggest things. For example, the word "puppy" is a label to denote a young dog. Yet the word also suggests cuddliness and a playful nature because these terms are connected to the image conjured up when one thinks of puppy traits. The term "limousine" is a label for a car. Yet, what other thoughts come to your mind when you here the term? Students respond with terms like "status", "wealth", and "snobs". Students then receive a sheet with ten words on it and are asked to write the literal meaning and the suggested meaning for each. The then divide into pairs and discuss similarities and differences between their lists. After this exercise, students are asked to create their own lists of ten words which have literal and figurative meanings. These are shared in small groups.

The teacher then provides a set of short stories to the whole class. Students read the stories and make a list of words used in only a literal sense and a list of words that imply things that they do not refer to directly. For example, a student may identify figurative meaning to include: romance, love, cruises, etc. As a class they determine through their sharing and discussions that some words have only literal usage's while others possess figurative translations. Together they build categories of both types of words. They continue to explore new works using the works of their personally favorite authors. Students continue to summarize their findings in various settings including: whole group discussions, small-group discussions, and, at interim periods, in pairs.

Student Needs Questionnaire

Student's Name:_____ Date:_____

1. What does it mean to me to be an adult learner? What are my concerns, hopes, fears, etc... as I begin this new role?

2. What knowledge and experience do I bring to the classroom? Include hobbies and talents as well as formal school training.

3. How will my prior knowledge/training and experience influence how I learn new skills? (Think of all your experiences, i.e., travel, military time, etc.). Identify both strengths and weaknesses.

4. What new skills do I want to learn?

5. Why is it important to learn these new skills?

6. What resources do I have and do I need to learn new skills? (Include "people" support systems as resources.)

7. How will I know when I have acquired new skills? Can I now use them in daily life experiences?

Student Goal-Setting Questionnaire

Student's Name_____Date:_____

1. What is the ultimate long-range goal I have set for myself?

2. What must be learned to achieve my goal?

3. How will this learning be used toward achieving my goal?

4. What do I see as the best way to accomplish the learning necessary so I may reach my goal?

5. How may I integrate, demonstrate, and share my new learning into all aspects of my life-long goals?

6. What tools will my teacher and I use to ongoingly assess and document my progress?

7. What is the time frame for reaching both my short-range and long-range goals?

Table on Learning Styles

TYPES	LIKES	DISLIKES
VISUAL	• watching demonstrations • seeing pictures, graphs, videos, and all forms of electronic media to learn	• listening for long periods of time • talking a lot
HAPTIC AND KINESTHETIC	• using hands to learn • touching and manipulating objects • doing artwork • moving and doing • putting things together • physical response activities	• listening for long periods • sitting without activities to use hands • only looking at objects without touching them
INTERACTIVE	• talking, talking, talking • question and answer sessions • small group discussions	• working in isolation • listening only • observing only
	• listening to learn • lectures and recitations by others • remembering words or symbols by first hearing them	• talking a lot • receiving visual stimuli only
PRINT-ORIENTED	• reading to learn • taking notes • doing written reports and independent reading	• listening for long periods • discussing with groups • group discussions for long time blocks

Tutorial on Learning Styles

Researchers in the field of education have identified different strategies for assisting students in knowing and using their preferred learning styles. One such approach which has been implemented in hundreds of educational settings across the nation is the identification of student "types," based on Carl Jung's psychological "types." These "types" are simply patterns or repeated mental habits which people use to perceive (to find out) and to make judgments (to make decisions). Jung classifies all mental activity into two dimensions, either perception (ways to find out) or judgment (ways to make decisions). Each of these two dimensions has two possible approaches. In the perception dimension one uses either sensing or intuition to find out. Sensing entails using the senses practically, concretely, and factually to "find out." Using intuition involves finding patterns, creating, inspiring, and imagining as ways to "find out." With the judgment dimension, one uses either thinking or feeling to make decisions. Thinking types like logic, go from cause to effect, and use step by step processes of reasoning. They are objective, impartial, and fair in their approach to decision-making. Feeling types make decisions based on values. These types understand and relate to people, and tend to express warmth and compassion. From Jung's basic premises, Myers-Briggs developed a "Type Indicator" Instrument (called MBTI) to assist educators in practically applying Jung's theories. Other researchers, such as the writer of the book presently being referenced (People Types and Tiger Stripes 3rd Edition by Gordon Lawrence) have built upon Myers-Briggs' work to enhance curriculum and learning by providing guidelines for instructors on how to approach different student learning styles.

Gordon Lawrence recommends that students complete the following exercise (Thinking About Mental Habits to abet them in determining their deep mental habits/patterns and motivations. Realize that not any of these various patterns are right or wrong, good or bad, and that this is not a "test." It is a tool which, when utilized, may address the learning style patterns and needs of students. After doing the exercise, look at the table "Brief Descriptions of the Sixteen Types" to determine each student's individual type.

Exercise: Thinking About Mental Habits

Which pattern describes you better, E or I?

E		I	
E	likes action and variety	I	likes quiet and time to consider things
E	likes to do mental work by talking to people	I	likes to do mental work privately before talking
E	acts quickly, sometimes without much reflection	I	may be slow to try something without understanding it first
E	likes to see how other people do a job, and to see results	I	likes to understand the idea of a job and to work alone or in a small group
E	wants to know what other people expect of him or her	I	wants to set his or her own standards

E I E's interest turns mostly outward to the world of action, people and things. I's interest turns more often to the inner world of ideas and private things. Everyone turns outward to act and inward to reflect. You must do both, but you are more comfortable doing one or the other, just as right-handers are more comfortable with the right hand, but not the left.

E stands for extroversion, which means outward turning.
I stands for introversion, which means inward turning.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

Which pattern describes you better, S or N?

(S)		(N)	
S	pays most attention to experience as it is	N	pays most attention to the meaning of facts and how they fit together
S	likes to use eyes and ears and other senses to find out what is happening	N	likes to use imagination to come up with new ways to do things.
S	dislikes new problems unless prior experience shows how to solve them	N	likes solving new problems, and dislikes doing the same thing over
S	enjoys using skills already learned more than using new ones	N	likes using new skills more than practicing old ones
S	is patient with details but impatient when the details get complicated	N	is impatient with details but doesn't mind complicated situations

(S N)

S pays most attention to the facts that come form personal experience. S can more easily see the details, while N can more easily see the "big picture." N pays most attention to meanings behind the facts. S and N are two kinds of perception, that is, two ways of finding out or giving attention to experiences. S stands for sensing, and N stands for intuition. Everybody uses both their sensing and their intuition to find out things. You use both, but you use one more than the other. Count your total "S,s and "N's". Circle the letter which you marked most frequently.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

Which pattern describes you better, T or F?

T		F	
T	likes to decide things using logic	F	likes to decide things using personal feelings and human values
T	wants to be treated with justice and fair play	F	likes praise, and likes to please people, even in small matters
T	may neglect and hurt other people's feelings without knowing it	F	is usually very aware of other people's feelings
T	gives more attention to ideas or things than to human relationships	F	can predict how others will feel
T	can get along with little harmony	F	values harmony; feels unsettled by arguments and conflicts

T F T makes decisions by examining data, staying impersonal and cool. T stands for thinking judgment. F makes decisions by paying attention to personal values and feelings. F stands for feeling judgment. You make T and F judgments every day, but you use one kind of judgment more than the other. Count your "t's" and "F's". Circle the letter which you marked most frequently.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

Which pattern describes you better, J or P?

	J		P
J	likes to make a plan, to have things settled and decided ahead	P	likes to stay flexible and avoid fixed plans
J	tries to make things come out the way they "ought to be"	P	deals easily with unplanned and unexpected happenings
J	likes to finish one project before starting another	P	likes to start many projects but may have trouble finishing them all
J	usually has mind made up	P	usually is looking for new information
J	may decide things too quickly	P	may decide things too slowly
J	wants to be right	P	wants to miss nothing
J	lives by standards and schedules that are not easily changed	P	lives by making changes to deal with problems as they come along

J P J stands for judgment and P stands for perception. J people run their outer life with settled judgments. P people run their outer life in an open, perceiving way. Count "J's" and "P's". Circle the letter which you marked most frequently.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

TYPES COME FROM PATTERNS

Now you can put together the four letters of the patterns that describe you best. Draw a circle here around the same letters you circled in the ovals.

EI SN TF JP

Now write your four letters here:_____ _____ _____ _____
The four letters together make up a whole pattern called a type. It may be your type. There are 16 different "people types" as shown by the 16 combinations of the letters. Find yours.

ISTJ	**ISFJ**	**INJF**	**INTJ**
ISTP	**ISFP**	**INFP**	**INTP**
ESTP	**ESFP**	**ENFP**	**ENTP**
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**

Each type is different from the others in important ways. As you come to understand the type of ideas better, you will see how type affects your life with your friends and family, at school or in a job.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

BRIEF DESCRIPTIONS OF THE SIXTEEN TYPES

ENTJ

Intuitive, innovative ORGANIZER; analytical systematic, confident; pushed to get action on new ideas and challenges.

ESTJ

Fact-minded, practical ORGANIZER; assertive, analytical, systematic; pushes to get things done and working smoothly and efficiently

INTP

Inquisitive ANALYZER; reflective, independent, curious: more interested in organizing ideas than situations or people

ISTP

Practical ANALYZER; values exactness; more interested in organizing data than situations or people; reflective, a cool and curious observer of life.

ESTP

REALISTIC ADAPTER in a world of material things; good-natured, tolerant, easy going, oriented to practical, first hand experience: highly observant of details of things.

ISFP

Observant, loyal HELPER; reflective, realistic, empathetic; patient with details, gentle and retiring; shuns disagreements; enjoys the moment

INFP

Imaginative, independent HELPER; reflective, inquisitive, empathetic, loyal to ideals; more interested in possibilities than practicalities.

ESFJ

Practical HARMONIZER and worker-with-people; sociable, orderly, opinionated; conscientious, realistic and well tuned to the here and now.

ENFJ

Imaginative HARMONIZER and worker-with-people; sociable expressive, orderly, opinionated conscientious; curious about new ideas and possibilities.

INFJ

People-oriented INNOVATOR of ideas; serious, quietly forceful and persevering; concerned with the common good, with helping others develop.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993.

Exercise: Thinking About Mental Habits, cont'd

BRIEF DESCRIPTIONS OF THE SIXTEEN TYPES, cont'd

ESFP

REALISTIC ADAPTER in human relationships friendly and easy with people, highly observant of their feelings and needs; oriented to practical, first hand experience.

ISTJ

Analytical MANAGER OF FACTS AND DETAILS; dependable, decisive, painstaking and systematic: concerned with systems and organization; stable and conservative.

ISFJ

Sympathetic MANAGER OF FACTS AND DETAILS, concerned with people's welfare; dependable, painstaking and systematic: stable and conservative

INTJ

Logical, critical decisive INNOVATOR of serious ideas; serious, intent, highly independent, concerned with organization; determined and often stubborn.

ENFP

Warmly enthusiastic PLANNER OF CHANCE; imaginative, individualistic; pursues inspiration with impulsive energy; seeks to understand and inspire others.

ENTP

Inventive, analytical PLANNER OF CHANCE; enthusiastic and independent; pursues inspiration with impulsive energy; seeks to understand and inspire others.

Beware of assuming that the just completed exercise is equivalent to the MBTI Instrument, which is a carefully researched instrument. To administer the latter test requires specific training and certification. However, the knowledge gleaned from the exercise will suffice to address the fundamental types of students and their learning styles.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993

Exercise: Thinking About Mental Habits, cont'd

To understand the four letters that together make up a whole pattern (called a type) a third dimension related to personality structure must be addressed. This category related to extroversion and introversion, which incidentally is often misconstrued in American common usage. People who are more at home by actively thinking out loud, using the world as their sounding board for doing mental work, and sharing ideas that are often only half-way thought out are extroverts. Introverts are those who are more at home with doing their mental work inwardly and then sharing a more polished thought our idea. Introverts are reflective.

Finally, a fourth dimension is considered when determining students' psychological types. This is the attitude one has toward the outer world. People are either "judgment" or "perception" oriented in facing the outer world. Judging types want things in their world planned, organized, settled, judged, and to have closure. Perceiving types are just the opposite in their approach. They are spontaneous. Their natural bent is to be flexible, having minimum plans and organization, and avoiding closure on activities, hoping that new information may be around the corner. See table "Words to Help Understanding of Type Concepts" for a summary of the energy types.

WORDS TO HELP UNDERSTANDING OF TYPE CONCEPTS

(E) **EXTROVERSION** When extroverting, I am...
Oriented to the outer world
Focusing on people and things
Active
Using trial and error with confidence
Scanning the environment for stimulation

(I) **INTROVERSION** When introverting, I am...
Oriented to the inner world
Focusing in on ideas, concepts, inner impressions
Reflective
Considering deeply before acting
Finding stimulation inwardly

(S) **SENSING PERCEPTION** When using my sensing, I am...
Perceiving with the five senses
Attending to practical and factual details
In touch with the physical realities
Attending to the present moment
Confining attention to what is said and done
Seeing "little things" in everyday life
Attending to step-by-step experiences
Letting "the eyes tell the mind"

(N) **INTUITIVE PERCEPTION** When using my intuition , I am
Perceiving with memory and associations
Seeing patterns and meanings
Seeing possibilities
Projecting possibilities for the future
Imagining; "reading between the lines
Looking for the big picture
Having hunches; "ideas out of nowhere
Letting "the mind tell the eyes

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993

WORDS TO HELP UNDERSTANDING OF TYPE CONCEPTS cont'd

(T) **THINKING JUDGMENT** When reasoning with thinking, I am...
Using logical analysis
Using objective and impersonal criteria
Drawing cause and effect relationships
Prizing logical order
Being skeptical

(F) **FEELING JUDGMENT** When reasoning with feeling, I am...
Applying personal priorities
Weighing human values and motives, my own and others
Appreciating
Valuing warmth in relationships
Prizing harmony
Trusting

(J) **JUDGMENT** When I take a judging attitude, I am...
Using thinking or feeling judgment outwardly
Deciding and planning
Organizing and scheduling
Controlling and regulating
Goal oriented
Wanting closure, even when data are incomplete

(P) **PERCEPTION** When I take a perceiving attitude, I am...
Using sensing or intuitive perception outwardly
Taking in information
Adapting and changing
Curious and interested
Open-minded
Resisting closure to obtain more data

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL. 1993

Now that all four dimensions are introduced, and students know their types, this information may be employed to address each student's learning style and motivation. Learning style and motivation are connected. Motivation may be subdivided into four parts, which relate to the four dimensions. Extroversion and introversion relate to the natural interests of an individual such as whether one looks outside or turns inward for resources and cues. Sensing and intuition determine basic learning style differences. Sensing people relate more literally to concrete experiences, and use all their senses, (hearing, seeing, touching, etc.) when possible, to learn from experiences. Intuitive learners have minds that skip around seeking patterns

Preferences of thinking or feeling are connected to one's commitments and values. Thinkers like logical analysis more than situations that require human factors as a priority concern. Feelers prefer committing to situations that involve harmonious, personal, relationships.

Finally, one's work habits are revealed in the judging-perceiving dimension. Judging individuals seek closure and want a work plan to follow. Those with a perceiving attitude resist closure and fixed plans and tend to avoid decision making until the last minute. When these four motivation patterns are considered during lesson planning, teachers may better meet the individual needs of various types, and help students direct their energies in a manner that provides the best learning style for each. Furthermore, by understanding the different energy types, one is likely to become more tolerant of the differences found in everyone, and more accepting of them as a result.

To identify how the specific types affect learning, four tables follow. These tables summarize the learning differences.

SUMMARIES OF THE LEARNING PREFERENCES
How the E and I Preferences Affect Learning Style

EXTROVERSION	INTROVERSION
Cognitive style: The extroversion preference is associated with a cognitive style that favors: • learning by talking and physically engaging the environment, • letting attention flow outward toward objective events • talking to help thoughts to form and become clear, • learning through interactions, verbal and non-verbal.	**Cognitive style**: The introversion preference is associated with a cognitive style that favors: • quiet reflection • keeping one's thoughts inside until they are polished, • letting attention flow inward • being engrossed in inner events: ideas, impressions, concepts • learning in private, individual ways.
Study style: The extroversion preference is associated with a study style that favors: • acting first, reflecting after • plunging into new material • starting interactions needed to stimulate reflection and concentration • having a strong, interesting, external-extroverted reason for studying, beyond learning for its own sake, • avoiding distractions that will cut into their concentration, • studying with a friend • studying to prepare to teach someone	**Study style:** The introversion preference is associated with a study style that favors: • reflecting first, acting after (if necessary), • looking for new data to fit into the internal dialogue that is always going on, • working privately - perhaps checking one's work with someone who is trusted, • reading as the main way of studying, • listening to others talk about the topic being studied, and privately processing what they take in • extroverting just when they choose to.
Instruction that fits E's: The extroverting types do their best work with: • opportunities to "think our loud" ;for example, one-to-one with the teacher, classroom discussions, working with another student, action projects involving people, • learning activities that have an effect outside the learner, such as visible results from a project, • teachers who manage classroom dialogue so that extroverts have ways to clarify their ideas before they add them to class discussion, • assignments that let them see what other people are doing and what they regard as important.	**Instruction that fits I's: I's like learning situations that let them:** • work internally with their own thoughts: listening, observing, lab work, reading, writing, • processing their experiences at their own pace, • present the result of their work in forms that let them keep their privacy, • have ample time to polish their work before needing to present it, • have time to reflect before answering the teacher's questions, tie their studies to their own personal interests, their internal agenda.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Srtripes. Center for Applications of Psychological Type, Inc., Gainesville, FL., 1993

SUMMARIES OF THE LEARNING PREFERENCES
How the S and N Preferences Affect Learning Style

SENSING	INTUITION
Cognitive style: The sensing preference is associated with a cognitive style that favors: • memory of facts • observing specifics • processing data step by step • starting with the concrete, then moving to abstract • being careful and thorough • aiming toward soundness of understanding, • staying connected to practical realities around them, • being attentive to what is in the present moment.	**Cognitive style:** The intuition preference is associated with a cognitive style that prefers: • being caught up in inspiration, • moving quickly in seeing associations and meanings, • reading between the lines, • relying on insight more than careful observation, • relying on verbal fluency more than on memory of facts, • focusing on general concepts more than details and practical matters
Study style: The sensing preference is associated with a study style that favors: • a sequential, step by step approach to new material, • beginning with familiar, solid facts, • moving gradually toward abstract concepts and principals; • approaching abstract principals and concepts by distilling them out of their own personal, concrete experience.	**Study style**: Intuitives typically adopt a study style that includes • following inspirations, • jumping into new material to pursue an intriguing concept, • finding their own way through new material, hopping from concept to concept, • attending to details only after the big picture is clear, • exploring new skills rather than honing present ones, • reading

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL., 1993

SUMMARIES OF THE LEARNING PREFERENCES
How the S and N Preferences Affect Learning Style cont'd

SENSING	INTUITION
Instruction that fits S's: S's do best with instruction that allows them to hear and touch as well as see (or only read about) what they are learning. They like: • hands-on labs, • relevant films and other audiovisual presentations, • materials that can be handled • computer-assisted instruction • first-hand experience that gives practice in the skills and concepts to be learned, • teachers who provide concrete learning experiences first in any learning sequence, before using the textbook, • teachers who show them exactly what is expected of them • teachers who do not move "too quickly" through material, touching just the high spots or jumping from thought to thought • assignments that do not expect them to generate possibilities not based on solid facts • skills and facts they can use in their present lives. Being naturally observant of details in the here and now, they tend to overlook the big picture, general meanings, and implications for the future. They believe the adult world has specific skills and facts they should be taught, and they are disappointed in any teacher who expects them to discover them for themselves.	**Instruction that fits N's**: The intuitive types do their best work with: • Learning assignments that put them on their own initiative, individually or with a group, • real choices in the ways they work out their assignments, • opportunities to find their own ways to solve problems, • opportunities to be inventive and original • opportunities for self instruction, individually or with a group • a system of individual contracts between teacher and students. Intuitive types like beginnings a lot more than endings, because beginnings are fired with the fascination of new possibilities. When they have study assignments they can be enthusiastic about, they are much more likely to carry them to the finish line. In high school and beyond, they generally like experiences rich with complexities, which may include stimulating lectures. After a concept or skill is understood to their satisfaction, they may find continued practice boring, shift over to new inspirations, and never achieve complete mastery. They get frustrated with the teacher who paces instruction too slowly.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL., 1993

SUMMARIES OF THE LEARNING PREFERENCES
How the T and F Preferences Affect Learning Style

THINKING	FEELING
Cognitive style: The thinking preference is associated with a cognitive style that favors: • making impersonal judgments, aiming toward objective truth, • keeping mental life ordered by logical principals, • analyzing experiences to find the logical principals underlying them • staying free from emotional concerns while making decisions • naturally critiquing things, aiming toward clarity and precision.	**Cognitive Style:** The feeling preference is associated with a cognitive style that favors: • making value judgments concerning human motives and personal values, • attending to relationships, • personalizing issues and causes they care about, • staying tuned to the quality of the subjective tone of relationships and seeking harmony in relationships, • attending to the quality of their own emotional life • naturally appreciating people and their accomplishments.
Study style: Thinking types typically adopt a study style that includes: • having objective material to study • compartmentalizing emotional issues to get clear thinking on the task at hand, • analyzing problems to bring logical order out of confusion • wanting to get a sense of mastery over the material being studied	**Study style:** Feeling types typically adopt a study style that includes: • learning through personal relationships rather than impersonal individualized activities, • learning by helping and responding to other peoples' needs, • studying with a friend, • wanting to choose topics to study that they care deeply about.
Instruction that fits T's: The thinking types do their best work with: • teachers who are logically organized • subjects and materials that flow logically and respond to logic • feedback that shows them their specific, objective achievements.	**Instruction that fits F's**: The feeling types do their best work with: • teachers who value a personal rapport with students • assignments that have a goal of helping people, • feedback that shows warm appreciation for the student and his or her effort, and gives corrective suggestions in that context, • personalized assignments

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL., 1993

SUMMARIES OF THE LEARNING PREFERENCES
How the J and P Preferences Affect Learning Style

JUDGMENT	PERCEPTION
Cognitive style: The judging preference is associated with a cognitive style that favors: • having a clear structure in a learning situation from the beginning, • aiming toward completions and getting closure, • having life organized into an orderly plan.	**Cognitive style:** The perceiving preference is associated with cognitive style that favors: • open exploration without a pre-planned structure, • staying open to new experience • managing emerging problems with emerging structures, • the stimulation of something new and different.
Study style: Judging types typically adopt a study style that includes: • planful and scheduled work, drawing energy from the steady, orderly process of doing their work, • wanting to know exactly what they are accountable for and by what standards they will be judged, • treating assignments as serious business, and persisting in doing them.	**Study Style:** Perceiving types typically adopt a study style that includes: • spontaneously following their curiosity • studying when the surges of impulsive energy come to them, • studying to discover something new to them, • finding novel ways to do routine assignments so as to spark enough interest to do the assignments.
Instruction that fits J's: The judging types do their best work with: • pre-planned structure, and a teacher who carefully provides it, • predictability and consistency, • formalized instruction that moves in orderly sequences, • prescribed tasks, • milestones, completion points, with little ceremonies to honor successful completions.	**Instruction that fits P's:** The perceiving types do their best work when: • they can pursue problems in their own way, • they have genuine choices in assignments, as with a system of individual contracts in which the student can negotiate some of the activities, • assignments make sense to them, • their work feels like play.

Source: Lawrence, Gordon 3rd Ed., People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc., Gainesville, FL., 1993.

Integrated Learning Systems

Integrated Learning Systems provide ability appropriate instruction for each individual student, based on the systems' capacity to assess a student's prior knowledge and present learning needs. The student simply has to"log in" to his or her computer for immediate instruction that is tailor-made for assessing the students current cognitive state as well as for appropriate assessment. As a teacher of adult learners, meeting the needs of such a varied group mat often seem difficult and even at times, impossible. Using current technology in adult education makes the teacher's job easier. In fact, it allows teachers more time to be "human" with their students.

There Integrated Learning Systems (ILS's) are a viable tool to augment instruction in adult education classes. These computerized curricula programs are available specifically for adult learners' academic needs. ILS's provide individualized, level-appropriate instruction as well as continuous assessment of the students' progress. Integrated Learning Systems continue to be upgraded, with many now possessing multi-media capabilities.

Although most ILS's are presently configured as computer labs, distributed network systems which move computers directly into the classroom, are currently becoming popular. To properly implement ILS's in the schools, Jostens Learning Corporation has identified elements which require consideration for the system to be effective. These include:

- Principals must support the implementation of an ILS in the school, to foster its acceptance by others.
- Teachers need extended training in using an ILS. This training needs to include curricula content, system operations, and techniques for integrating classroom and ILS instruction. Time must be provided for teachers to practice using the new ILS, to learn the on-line curriculum, and to develop confidence in facilitating instruction with an ILS.

- To be successful, the ILS instruction must be integrated with classroom curriculum.

To integrate computer technology into the schools, many districts are choosing a single ILS over the other alternative of purchasing numerous stand-alone software packages. This is probable because each software package provides a limited scope of content and is designed for specific grade levels, whereas an ILS is designed to provide a complete curriculum sequence across all grade levels. Furthermore, ILS's are designed to report progress of each student in the entire school.

Summary of Large CAI/ILS's for Adult Education

Jostens Learning Corporation is a major ILS developer and is currently the largest provider for adult ILS systems. Jostens' products include systems which provide: ESL training, home learning systems for both parents and their children (such as used in the EVEN START program), adult literacy, adult basic education, and systems for high-risk students which incorporate skills to abet employability as well as to enhance like skills.

Jostens is currently working with MediaShare in designing a system that in addition to integrating the curriculum, also utilizes state-of-the-art instructional technology. In the near future, Jostens Learning will be capable of providing distance learning via telecommunications, video conferencing using video displays, and satellite downlinks.

Plato has an ILS owned by the **Roach Organization**, which may be used for computer assisted instruction (CAI) with adult education and ESL students. Each PLATO unit has a per-test/post-test component. PLATO has 1500 hours of available instructional materials, with basic skills starting at a 3rd grade reading level. Content includes: high school courses, life coping skills, parenting skills, job search skills, GED materials, and instruction related to CASAS competencies.

The new TRO LEARNING's PLATO 2000 PLUS SYSTEM is now available in either network or CD-ROM stand alone format.

CCC is a computer based system which is also competency-based. That is, students progress in this program by mastering competencies instead f reaching a norm referenced performance level. CCC software is available in two distinct categories: strand courses and lesson courses. Of the two, the strand courses are far superior in quality, employing color graphics, a mouse, help icons, and sometimes audio. Also, the "lessons" courses work much

Summary of Large CAI/ILS's for Adult Education, cont'd

like stand-alone CAI in that they are sequential and very patterned (e.g. uses multiple choice questions). However, the strand courses use more branching and review. Student performance directs the flow of material presented.

CCC may provide instruction in ABE math, reading and language arts; GED preparation, and ESL. The CCC system has 665 hours of math instruction available, 50 hours of survival skills, 445 hours of spelling and writing, 467 hours of reading, and 80 hours of GED preparation. Additionally, 10 hours of keyboard skills, and 310 hours of computer programming for adults are provided. A reading readiness program is included (35 hours) for non-readers.

CCP (Comprehensive Competencies Program) is a unique IBM compatible large scale integrated learning system. It is a management system that references numerous materials including textbooks, workbooks, cassette tapes, and videos as well as software. Much of the computer use is for drill and practice. Actual instruction occurs frequently through print. Initially the TABE and GED pre-test are employed to diagnose and place students. These tests are paper-pencil given, then scanned into the system. The CCP system then completes a diagnostic profile of the TABE results which provides the teacher a grade level equivalence for the student in all subjects tested, as well as predicts future GED scores.

Similarly, once into specific units of study, students take a paper/pencil pre-test which is computer scanned. The computer then emits a diagnostic profile of student strengths and weaknesses. After conferencing, the teacher and student define areas of needed study. Finally, the student takes a post-test which is scanned and student progress is reported.

Summary of Large CAI/ILS's for Adult Education, cont'd

CCP provides instruction for functional literacy and academic subjects related to Developmental Education, GED and ESL. For each of these components, three tiers/levels of instruction are provided: Basic, Intermediate, and Advanced. CCP has a skills range from reading readiness through high school/GED and life skills competencies. Twenty subjects are available in Developmental Education/GED, and three for ESL. Language card readers are employed with ESL students.

WICAT, an IBM system, is computer-based rather than multi-resource. It is also a competency-based system that stresses mastering competencies instead of reaching a norm-referenced performance level.

Instruction is exclusively from the computer, which provides modules of learning with branching and graphics capabilities. Review questions provide additional feedback. Student progress may be charted on the computer graphically (such as a bar graph with the number correct shown) to provide student motivation. Developing problem-solving and thinking skills are an integral part of the WICAT program.

WICAT has standardized tests on-line, including the WICAT test of Basic Skills. WICAT Skills Assessment tests, and WICAT GED practice tests (both long and short form). The WICAT system will prescribe lessons for each missed objective on the above tests. Ability Profile Tests are available to determine student learning styles.

The WICAT system has 2500 hours of instruction available from levels K to 12. The GED lessons are reportedly very well designed. The ESL

Summary of Large CAI/ILS's for Adult Education, cont'd

component is somewhat difficult, and requires that the ESL student be somewhat literate to use it.

CLASSWORKS (also called CNS) differs from PLATO, WICAT and CCC systems because it is a management system for software from various publishers (such as Milliken, Random House, Educational Activities, and Hartley). CLASSWORKS functions to organize the software for various programs and provides reports on student performance and progress. It uses a Local Area Network, with Apple IIe or IIGS as the master computer. It is similar to AppleWorks in design. The purchase of this system provides: a software management tool, various courseware grouped into meaningful lessons, and student tracking and progress documentation options.

Pre-owned Apple IIe, IIGS, IBM, or MS-DOS computers may be used with this system to reduce the cost of implementing the system.

CLASSWORKS is a computer-based and competency-based system. Materials for ABE, GED, and ESL are available. However, the system does not have actual standardized placement tests. Instead, paper-pencil tests such as TABE or CASAS are employed to identify student learning objectives.

Two additional computer-assisted instruction (CAI) programs are available for Adult Education curricula. These include **CTB MACMILLIAN/MCGRAW HILL and WASATCH EDUCATION SYSTEMS.**

The CTB MACMILLIAN/MCGRAW HILL system is a new ILS product which is designed specifically for adult/GED students. This program includes

Summary of Large CAI/ILS's for Adult Education, cont'd

management, graphics, content, and multi-media (see references: Walker, 1993).

The WASATCH EDUCATION SYSTEMS includes: "The Learning Plus" program for adult learners. This system works through Windows, and is comprehensible in a number of skills.

The following software products provide computer-assisted instruction in specific content areas only. This software is designed particularly for adult education learners.

English Parts of Speech (1981, MECC DIST. CTR)
Content: verbs, adjectives, conjunctions, nouns, pronouns, and repositions.
Type: drill and practice

Spelling Rules: What to Look For and Remember (1980, A.W. Pellerance Associates)
Content: spelling rules
Type: student control of sequence, gaming, feedback, quiz, review, drill and practice.

Wally's World Works. The Parts of Speech Game (1985, Sunburst Communications)
Content: parts of speech
Type: color, graphics, sound, drill and practice, feedback

Summary of Large CAI/ILS's for Adult Education, cont'd

Survival Math (1985 Sunburst Communication)
Content: whole number functions, problem solving, budget planning, estimating a fraction as a percent, decimals, measurement conversions,
Type: pre and post-tests, gaming, drill and practice, graphics, color, sound.

Word Detective (1985, Sunburst Communications)
Content: vocabulary building, phonics, spelling
Type: gaming, reinforcement, sound, color, graphics.

Matrix of Five CAI Systems for Adult Education

SYSTEM	CCC	CCP	CLASS-WORKS	PLATO	WICAT
Manager Station/Operating System	Microhost/ UNIX	Apple with 3 drives (old) or IBM/DOS 3.3	Apple Iie or IIGS with LAN/DOS 3.3	Control Data 386/MS-DOS	IMB Model 601 I-Class (newest)
Workstation Options	IBM, Atari, Tandy, Apple Ii/SIGs	varies with software, stand-alone	Apple II, IBM, or MS-DOS	Control Data or other PC (incl. PS/2)	IBM, Apple, Tandy
Max. Number of Stations	128	no limit	40	50 (100 with less efficiency)	64
Remote Capability	yes	no	no	yes	yes; not recommended
Available curriculum materials for ESL	Listening, Reading, ESL-specific instructions in six languages	Listening/Speaking, Reading/Writing ESL specific	Some of software packages may be useful with ESL; no ESL specific	Listening/Speaking, ESL specific; new release	ESL specific at very low level; listening only
Available Curriculum materials for ABE/GED	1700+ hours of CAI written for CCC	Print, AV, and CAI from various publishers and (new version) written for CCP	1500 software programs from various publishers	1500+ hours of CAI written for PLATO	2500+ hours of CAI written for WICAT
Authoring System?	no	on new system, tests, test key, lessons, graphics	no	no	tests
Peripherals	mouse, sound	not with computers	sound	sound with ESL coming soon	sound

Matrix of Five CAI Systems for Adult Education cont'd

SYSTEM	CCC	CCP	CLASS-WORKS	PLATO	WICAT
Reports Available	assignment results include time spent, grouping, gains report, time needed to reach goal (optional, extra $$)	test performance, student hours, mastered objectives, program data, student demographics	assignment results, class roster, class status, class summary, mastered objectives	progress reports including time spent, class profiles	individual and class progress including time spent
Student Records Capacity	5000 student records	Apple w/floppy limited only by number of disks; new IBM limited only by storage on hard drive	2000 students with up to 9 classes each	limited only by disk storage capacity (which can be increased) Standard system is at least 2000	limited only by disk storage capacity. Standard system is 35,000
Hardware usable with non-system software?	yes	yes	yes	yes	yes
Staff Training	3-4 days initial, follow-up as needed, regular site visits	6 days initial installation and training required, 2 days follow-up recommended, regular regional/national conferences and user support group	2 days training and installation; more may be arranged as required	3 days initial, 2 days follow-up	5 days initial, 5 days follow-up if trainer is available

Matrix of Five CAI Systems for Adult Education cont'd

SYSTEM	CCC	CCP	CLASS-WORKS	PLATO	WICAT
Support Service	800# hotline, local technicians, with IPS module, technicians can work on system via modem	800# hotline, for systems operation, assistance also available via modem	800# hotline, technicians can work on system via modem	800# hotline, systems identify problem by number, technicians in San Jose	800# hotline, local technicians
Approximate Cost (Note: this info is only included for general estimation purposes. Systems vary widely and cost is often highly negotiable.	$53,000 for mgmnt station, 8 work stations, least expensive software, training, set-up, 1st yr. license, ESL component and IPS software are extra cost	$49,000 for mgmnt. station, 8 works stations, 3 video recorders, 5 audiocassettes all needed to print, AV, and software materials, implementa-tion and training	$37,000 for mgmnt software, hard drive and connectors, installation, and least expensive ABE and GED instructional software. Computers must be already owned or purchased separately	$53,000 for mgmnt stations, 8 work stations, software, training, set-up, 1st yr. license	$60-65,000 for mgmnt station, 8 work stations, software, training, set-up, 1st year license
Upgrades	annually, included in maintenance	new modules available for purchase	management upgraded periodically	upgrades available	annual upgrade included (can trade software as desired
Annual Licensing/User Fee	$200 per terminal for updated software, ongoing	$1000 ongoing for members of collaboration	$1000 optional for service/upgrad e, ongoing	$4800 for 4 years (then paid-up)	10-13% of purchasing price, ongoing

SOURCE: Miller-Parker, Donna; Willing, Delight C. An Examination of Large Computer systems fro Use in Adult Basic Education Programs. (ERIC Document Reproduction Service No. ED 325 656.) Funding provided by 353 grant of the Adult Educ. Act (P.L. 100-297)

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Learning Contracts

Learning contracts assist learners in meshing their needs with their educational outcomes. Learning contracts are written agreements between the student and teacher to clarify objectives, determine evaluation procedures, and help students commit to the learning process. Students tend to enjoy the independence and sense of control they have over their own learning when developing learning contracts.

One of the best ways to help adult learners become more self-guided is through the learning contract. This tool allows the student to figure out their learning needs, to plan activities for their learning, to choose and locate resources that are meaningful, and to become able to self-evaluate. The teacher's role becomes one of guiding students to focus on realistic and workable goals. Effective teachers who use learning contracts possess the following traits:

- are warm and accepting of the students;
- believe in the students' ability to self-plan;
- view themselves as equals with learners;
  are open to new learning experiences themselves

Contracts are non-negotiable, partially negotiable, or mostly negotiable. Specific features in all three contracts include:

Learning Contracts, continued

1. Students have contracts that specify a time of completion for a particular task.
2. Students keep a folder or notebook of the original, signed contract and their work.
3. A contract specifies the responsibilities of both the teacher and the student.
4. A contract contains a self-selection component that can be worked on during any class period.
5. Teachers and students have access to "graded work" and "ugraded work" boxes.

Example of a Learning Contract

Learning Contract

This is an agreement between the teacher and student to complete the following tasks, by the designated date, for the stated objective.

What? To learn the necessary skills to balance a checkbook.

How? Learn how to add and subtract five-digit numbers.

When? This objective will be achieved within four weeks from the contract signing date.

Where? The teacher will provide CAI to teach addition and subtraction of five-digit numbers. He/She will also be available to provide performance assessment activities, first modeling balancing a checkbook, then observing the student implement the new objectives to accurately balance a checkbook. The student will also complete a self-evaluation of his/her attainment at the end of the four weeks.

Teacher Signature:_____ Date:_____

Student Signature:_____ Date:_____

Anecdotal Record Form

Anecdotal Record Form

Date:_____ Student Name:_____

Instructional
Situation:_____

Instructional
Task:_____

Behavior Observed:_____
_____
_____
_____

This behavior was important
because:_____
_____
_____
_____
_____
_____
_____
_____
_____

Tutorial on Peer Learning Groups

Research in adult education indicates that peer learning groups aid in the development of self-directed learning. These groups provide support, exchange information, stimulate new ideas, and assist in locating resources. One of the most used and often successful types of peer learning groups in adult education is the "discussion group." When students have opportunities to test their behaviors and values by discussing them with others, they often become mote affective and accepting of divergent views. Learning to consider alternative views is a process many adult education students are striving to achieve. As a facilitator of discussion groups the teacher mat address the following steps to promote effective peer group learning.

1. Identify the traits of effective discussions. The topics discussed need to be of mutual interest. The conversation must have a purpose. Everyone in the group needs to have the opportunity to participate.

2. Explain the importance of all members participating. The success of group discussion lies in the balance of participation among the group members. As the leader, provide a secure atmosphere that encourages collaborative discussions.

3. Describe the four conditions that enhance group discussion and group learning:

Tutorial on Peer Learning Groups, continued

- Establish an appropriate culture for discussions which provides the guidelines and rules for all discussions.

- Determine the focus and purpose of the discussion before it begins.

- As the leader, be knowledgeable in the role of group dynamics. Facilitate discussion of apparent isolates. Re-direct focus of members who become too dominating of the discussion.

Encourage participants to develop and use their reasoning skills. This will help discussants be more aware of their own inconsistencies in thinking. Also, promote development of better communication skills for members so that their ideas and expressions are more easily understood.

Journal Writing

Journal writing is an activity that lends itself well to self-reflection and evaluation. Both formal and informal journal writing are possible. Formal journal writing entails the student receiving a specific focus and structure to write about. Topics usually relate to personal experiences. Informal journal writing, often done daily, provides time for to share personal concerns with the facilitator in a more casual way. Journal writing creates greater fluency; that is, students who engage in it often choose to write more often of their own volition. The key is to get students started.

Example of Formal Journal Writing:

Divide the class into partners with each partner keeping dialogue journals. Partners take turns reading each other's journals at the designated time interims. The topics to write about are stated by the teacher. For example, write about your favorite week-end activity and share it with your partner. The partner then writes dialogue to the sender, and responds to the writing as well as share his personal fun week-end activities.

Example of Informal Journal Writing:

Students spend the first fifteen minutes in class writing about anything they like. They may choose to share their thoughts with others or the teacher. the goals of this writing are to promote fluency and to encourage self-reflection. Although the teacher will not have time to respond to all writing everyday, specified response patterns may be identified.

Case Records

The case record is a writing activity that is based on a problem situation the student has encountered. It is an excellent tool to promote self-reflection. The steps for case recording are explained with the following questions:

1. What was the problem? What was your role?
2. What was the desired outcome or goal? What did you hope for?
3. What other choices did you consider to solve the problem?
4. What action did you take to reach your goal?
5. Did you reach your goal? What was the outcome?
6. Did things work out the way you planned? Would you do anything differently now that it's over?

Using the sequence of the above questions, an example of a case record follows:

1) My neighbor parked his 18-wheeler on the property outside my fence.
2) I wanted him to park elsewhere and stop parking on my grass.
3) I considered ignoring it or calling the police.
4) I talked with him personally and explained to him that the weight of his truck was causing rut marks in my yard as well as killing the grass. I asked him to please park elsewhere.
5) Yes, he did start parking across the street.
6) Things worked out as I had planned, but if I could do it over I would have told him sooner because now my grass is dead and must be replaced.

Example of a Personal Interview

1. Student name
2. Address
3. Home Phone
4. Work Phone
5. Work Place
6. Support contact person
7. Educational history

8. What would you like to be doing as a career five years from now?

9. What training is needed to achieve this goal?

10. What academic area is your greatest strength? Your greatest weakness?

11. What do you like to do with your free time?

12. What talents do you have that others could benefit from your sharing them?

Literacy Completion Points (proposed)

Literacy Completion Points/Grade Levels for the Adult Learner

Grade	Level	Completion Deadline
0-1.9	Foundation	3 semesters
2.0-3.9	Basic	3 semesters
4.0-5.9	Intermediate	2 semesters
6.0-8.9	Advanced	2 semesters
ABE Level E	Employability Skills	1 semester
9.0 and above	GED	900 Hours
Adult High School	½	90 Hours

The above information is based on membership hours, not attendance.

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GED Standard Score Increases and GED Fee Increases

The State Board of Education adopted a rule change to State Board Rule 6A-6.021 on December 16, 1997. This change increased the score requirements and increased the fees for the GED exams. These changes are as follows:

1. **Increase in standard score requirements (SBE Rule a-6.021)**
   The standard score increases are:
   Effective July 1, 1998 – 42 on each of five tests
   Effective July 1, 1999 – 44 on each of five tests
   Effective July 1, 2000 – 45 on each of five tests
   The average score shall remain at 45 as is currently required.

NOTE: The "grandfather" policy for GED candidates during the period of score changes is to provide additional opportunity for our candidates. Candidates who test and pass at least one test have TWO YEARS from the end of that testing year – June 30- to pass all tests at that score (and meet the total score of 225). **Example**: A candidate tests on September 14, 1999 and passes three tests with scores above 44. That candidate will be allowed to use scores of 44 or above until June 30, 2002, for all five sections of the test.

2. **Fee increase (effective March 1, 1998)**

Currently the DOE provides tests and test materials to designated centers at no cost. They are unable to continue this deficit practice and will defray these and increased related costs by raising required processing fees to testing centers. Therefore, the following new fee schedule has been established by the Adult Education Center:

GED Standard Score Increases and GED Fee Increases, cont.

Adult Education Center Test Fees will increase as follows:

	OLD	NEW
Full Battery:	$25.00	$32.00
Retake Writing Skills	$ 6.00	$ 7.00
Retake of Social Studies, Science, Lit or Math	$ 5.00	$ 6.00

NOTE: The State has directed that each designated testing center shall establish a fee of not less than the total national and state required feeds nor more than $50 for each applicant taking the entire test battery (SBE 6A-6.021 (3)). For each retake, an applicant shall pay a fee of not less than the total national and state required fees nor more than $10 for the Social Studies, Science, Interpreting Literature and the Arts, and Math tests, nor more than $12 for the Writing Skills test.

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For a look at the most recent Section 353 abstracts and Exemplary programs, please point your web browser to http://www.fau.edu/divdept/coe/acenet/acenet.htm

Section 353 Abstracts, 1995-96

You Are Still A Parent

This project was developed by Adult and Community Education personnel from the District School Board of **Pasco County** to address the needs of inmates and their families, specifically in the areas of **literacy and parenting skills**. The project is partially in response to a survey conducted by the Pasco County Sheriff's Office, which revealed alarming statistics regarding alcohol, drug abuse, illiteracy and unemployment among those incarcerated.

The program, being implemented at the Pasco Detention Center and the New Port Richey County Jail, has designed **workshops** to improve literacy and parenting skills for inmates, and includes a system of organizing **support groups** comprised of inmates and their family members to strengthen the literacy and parenting taking place. This program gives inmates a chance to enhance the quality of their lives, as well as the lives of their family members.

An **initial TABE** is administered to all inmates to determine their present educational level. Subsequent **evaluation** comes in the form of participant evaluations, work samples, and detailed logs published on a monthly basis. The workshops take place at the detention centers for the inmates and at local public schools for the families. Further **assessment** takes place throughout the process and includes a detailed record of the inmates' progress. The eventual **goal** once the process is completed is to create a Model Project Dissemination Manual.

Personnel consists of a Supervisor of Adult and Community Education to oversee the project, a Literacy Coordinator to monitor project activities, and a Parent Outreach Educator to assist with recruitment of support group members, home visits and developing a client database system. The Pasco County Sheriff's Office staff is also involved in the planning, scheduling, and conducting of workshops.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

ADULT ESOL CURRICULUM PROJECT

The **Martin County School District** Adult ESOL Curriculum Project is targeted toward **educationally disadvantaged adults, undereducated adults, minorities, immigrants, migrant farmworkers and LEP adults.** The field test area for this project was the Indiantown Adult Learning Center. The proposed ESOL curriculum is unique in its **multi-level, multi-faceted** approach. It accelerates the rate of learning language and literacy skills and provides daily survival skills for local culture. The curriculum is adaptable to any school district or community. The students improved English language competence which facilitates coping skills, computing and solving problems, cultural adaptation and successfully meeting requirements for U.S. citizenship.

This program is designed to utilize a project coordinator, curriculum writers and a lab supervisor to perform research, development, implementation, evaluation and dissemination activities. Appropriate technology is needed to develop multi-level, multi-media curriculum and reinforce desired learning outcomes. An adequate supply of consumable curriculum materials are required to field test curriculum appropriately. The **curriculum** consists of **seven levels** that effectively addresses learning styles, employability competency and survival skills necessary for successful mainstreaming of ESOL students. **New entry and exit testing instruments** will be implemented and available at completion of project..

This program is ideal for helping these people in the shortest time possible (due to the nature of their work) so they can be mainstreamed into society as productive, contributing assets. It is the **goal** of this project to serve as a model for ESOL programs throughout Florida.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

PERFORMANCE THAT MEETS EXPECTATIONS

This project was developed by **Adult and Community Educators of Florida, Inc**., to facilitate the development, assessment and delivery of a statewide outcome based Adult Education program model. By utilizing this approach, adult educators have the opportunity to effectively demonstrate how vital adult education programs are to the well being of Florida's economic growth and stability. In the past, there has not been enough concrete evidence to realistically evaluate these programs.

The Adult Education delivery system has historically been patterned after the K-12 program with some attempts to provide modification to address adult student needs. Progress of the adult student has been difficult to document effectively. Recently documented community, state and national needs research has indicated that decision makers who fund and support adult education programs require more concrete evidence of "what positive effects" the program is having. While the overall goal of reducing illiteracy and preparing adults to become productive community members is still relevant, reporting the outcomes adult students attain is now crucial.

Performance That Meets Expectations comprehensively addresses this issue through meeting the following **goals**: **1)** providing training workshops for adult educators and community members in areas with high rates of illiteracy; **2)** developing a state-wide marketing plan to demonstrate how outcomes positively impact on Florida's growth and stability; **3)** facilitating five outcome-based models in community colleges and school systems; **4)** assessing and recommending the appropriate approach and technology; and **5)** effectively delivering outcome-based adult education programs.

Additional infomation is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

CBAE/CBABE/Self-Server/PBAE Development and Training Project

Brevard County has been the leader in competency-based curriculum development and training since 1985. The goal of this program is to meet the statewide demand to continually update the CBAE curriculum to remain in compliance with the State Course Code Directory. Because of the SCANS Report, Blueprint 2000, and emerging state curriculum frameworks, the need exists to develop performance-based high school curriculum, alternative assessment methods, and professional training. The outcome of this project will result in courseware and software available statewide. The trainings will provide professionals with the knowledge they will need to carry out the program.

This project was developed by the **School Board of Brevard County** in response to the need for comprehensive, affordable technology in adult education. The **goal** is to develop GED courses in math and writing and to train locally and in Target Service Improvement Clusters on CBAE curriculum and the Self-Server System. By supporting a consortium between Florida IDEAL and Brevard County Adult Education, a multi-media lab will be available to field test educational software. The Brevard County School Board and the Pinellas County Schools and Community Education will provide the necessary **resources** to carry out this project's objectives.

Additional information is available from tha Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information

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Section 353 Abstracts, 1995-96, continued

TLC- TEACHING, LEARNING, AND COACHING: A Site-Based Teacher Training Project

This project was developed by the **School Board of Broward County** to provide a site-based innovative teacher-training model **to meet the needs of Broward's 1,230 adult education teachers** and to train coaches to research, model, and ensure that ABE and ESOL teachers have the necessary skills to serve adult students who lack basic and functional literacy skills. **Staff development** is the most promising route to the improvement of instruction. Participants include full-time adult educators, minority adult educators, educators of adults with limited English proficiency, adults with disabilities, the disadvantaged, minorities, and family literacy groups. **Teachers whose students score 8.9 or below on the TABE test are the target group for this training initiative.**

The **primary goal** of this project is to improve the delivery of services to students enrolled in ABE classes. This goal can be accomplished by effectively addressing the needs of students with learning differences, integrating high technology in the classroom and through collegial learning opportunities. This innovative model establishes a staff of trained educators who will serve as on-site resources and provide time for meaningful reflection, discussion, research, and training. **Research** shows that teachers learn new methods best by seeing those methods used in a classroom, designing their own learning experiences, trying out new techniques, getting feedback, and observing and talking with fellow teachers. **This innovative adult education model can be replicated statewide and nationally, improving the quality and delivery of services to adult learners striving for literacy.** The **program's effectiveness** will be measured by qualitative and quantitative data, for example, quarterly reports as well as participant dialogue journals and student assessment portfolios.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

PROJECT RECOVERY

The purpose of Project Recovery developed by **Citrus County Schools** is to re-enroll **disadvantaged adult dropouts with disabilities** and provide them with an educational plan and services that result in a **GED** or Special Diploma Option 2. Project Recovery utilizes surveys for students meeting the above criteria to determine why they dropped out of school and identify alternative ways of serving these students' unique needs for returning to school to complete high school with skills that prepare them for the work force. A model for serving these students will be developed using the survey data. The **model can be used statewide or beyond to serve this population**. Teachers, guidance counselors, and administrators will be trained in delivering appropriate services and delivery methods. The field test area will utilize three high schools, Withlacoochee Technical Institute, and Citrus Resource for Exceptional Student Transition (CREST).

Data for Citrus County **over a five year period** from 1986-1991 indicate that 22.7% of disabled exiters dropped out of school. Based on the 1992-1993 Post-School Outcome Data, the dropout rate had increased to 47%. Recent data indicates similar dropout rates. The Department of Education has identified drop-out retrieval activities as educational programs which identify and motivate students who have decided to return to school to obtain a high school diploma or equivalent. The "Statewide Dropout Prevention Database: What's Happening in Florida (1994)" confirmed that only 36% of school districts reported dropout retrieval activities. No data on re-entry was available. The **priorities of Project Recovery** include developing outreach educational services for adults with disabilities who have dropped out or withdrawn due to lack of attendance. Creative outreach services such as flexible hours, home-based instruction , computer instruction, transportation, and work experience are provided through workplace education, dissemination of the recovery model, developing a plan for staff training, and using technology to meet these priorities. Project effectiveness is determined by successfully recruiting through a student's needs assessment, retraining, and improving the literacy skills of those considered undereducated.

Both **summative and formative evaluation methods** are an integral part of this project. The summative include documentation of identified dropouts, survey results, model development, produced and distributed brochure, IEPs, services provided and program completers maintained in project files by the project coordinator. The formative is documentation of evaluations of all appropriate activities (re-enrollment meetings, inservice training, weekly progress meetings with students, etc.) to determine success and student satisfaction maintained in project files.

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Section 353 Abstracts, 1995-96, continued

PROJECT CATE: Computer Assisted Training for ESOL

Project CATE was developed by **Dade County Public Schools** in effort to help meet the primary goal of Florida's adult education program, which is to reduce illiteracy and undereducation among adults in Florida. The project provides an important means of expanding and improving upon the current system for delivering adult education services to **undereducated and educationally disadvantaged adults**. Its primary target group is LEP adults in Dade County. It seeks to meet the needs of this target group by training adult teachers in the use of technology for ESOL instruction, therefore addressing State and national priorities.

The **goals of this project** are to **1)** identify and test software programs for adult ESOL instruction, **2)** train 120 ESOL teachers in the application of computer-assisted instruction for adult students and **3)** evaluate effectiveness of training and disseminate findings and results of the project among all Dade County Public Schools (DCPS) adult ESOL teachers. Project CATE constitutes a natural evolution from previous efforts to train teachers and improve instruction. It recognizes the widespread and rapid adoption of computer-assisted instruction into all levels of education and seeks to draw teachers and adult students into the numerous benefits that have been proven through research.

The **computer software programs** to be **identified and tested by Project CATE** can provide vocabulary and spelling drills, identify errors in writing , reproduce student speech and pronunciation, help correct student errors in written grammar and spelling, assess individual and group progress, and provide many other instructional tasks which traditional classroom methods cannot address. The project will assess the potential of existing computer software for increasing the rate of second language acquisition, individualizing instruction to meet learner needs, and reducing the degree of reliance on traditional methods of instruction with large classes. Since many of the existing computer programs include the means for on-going assessment, the project will help to reduce the amount of time spent in classrooms on paper-and-pencil methods. The **intentional outcome of Project CATE is to disseminate the findings and results among all DCPS teachers by means of written reports, meetings of the DCAASE Advisory Council, and participation in professional workshops and conferences**.

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SCARED WRITE PROJECT

Scared Write, submitted by the **Department of Corrections** is an Adult Education whole language project for **incarcerated adults.** Upon admission, 72.3% of Florida inmates who were given basic literacy tests scored below the ninth grade level. The **primary goal** of this project is to reduce illiteracy and undereducation among incarcerated adults. The achievement of this goal is made possible by providing opportunities for students to read, write, compute and solve problems, individually as well as collectively, at levels of proficiency necessary to function on the job and in society. A **secondary goal** is to improve skills and competencies related to prose, document and quantitative literacy skills. Inmates will improve reading, writing and critical thinking skills by hands-on experience at all levels of publishing including writing, editing, and layout. It is anticipated that inmates will gain both self-esteem and confidence from becoming published writers. It is also anticipated that law enforcement and educators will have an additional tool for dealing with at-risk youth.

These are the **objectives** designed to ensure success of the project. The project director and students will produce a high quality book of inmate writings designed primarily for youthful offenders and junior high as well as high school students. The level of group interaction and problem solving strategies during editing and lay-out sessions by students will be evaluated by the project director and education supervisors at the Institution. A tape recorder will be used for documentation of interaction as well as direct observation by the project director which will be kept in a journal. Documentation will be submitted with quarterly and end-of-year reports. The final measurement of the groups' success is a book that is approved by CESA, meets all timelines and is printed on schedule. The Sheriffs Youth Resources Departments will receive inmate books to use and evaluate. They will be required to do a survey which will be attached to the end-of-year report. In addition, each book will have the address of the class who wrote the stories so readers can write back to the authors giving feedback. These will also be included in the end-of-year report. As more teachers are introduced to the project and its possibilities, they will begin to make a difference in the educational activities they provide to undereducated inmates. Teacher training is a vital part of this continuation process. The Scared Write Program will have the distinction of bringing together, in a cooperative effort, The Department of Corrections, The Department of Education, and the Correctional Education School Authority. Its' continuation and growth will serve as an excellent example of cooperation among State and possibly federall agencies.

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WHOLE LANGUAGE LINKS TO ADULT LITERACY

Whole Language Links to Adult Literacy was developed in **Dade County**. The **target population** of this project is **part-time ABE educators**. The **need** for this project is documented by examining the statistics from Dade County Public Schools Adult Education Program and the results of a March 1995 survey of ABE teachers and administrators. Statistics indicate that 1.2% of these teachers were certified in reading, 11.6% were certified in elementary education, .6% were certified in English and 86.5% were certified in other areas. In the March 1995 survey , 87% of respondents indicated that they were interested in participating in training that addresses the most effective strategies for teaching reading. Additional data indicate that only 2% of respondents were members of a professional reading association. A survey of administrators indicated that 100% of respondents indicated that their ABE teachers needed training in reading and that they would encourage their teachers to participate in such training.

Dade County currently employs 646 part-time teachers to provide instruction in the ABE program. Teachers in all ABE classes need to know reading strategies that will help their students understand and retain the information they are trying to gain. **Training in the whole language approach to literacy**, the **goal** of this project, will provide these teachers with the skills and knowledge to effectively teach their students these strategies. A **secondary goal** is to enhance the development of 50% workshop attendances by providing for their attendance at the Florida Reading Association Conference. This project addresses the following **national** and **state priorities**: training of teachers of adults to more effectively serve illiterate individuals with learning disabilities and individuals who read below the fifth grade level and provision of educational services to adults who are functioning at the fifth grade and below. Today's training requires an **integrated approach** addressing all four language modes-- **reading, writing, listening, and speaking**. These literacy skills may then be integrated across the content areas. By addressing curriculum in this fashion, students will grow in self-esteem, decision making, goal setting, and critical thinking. Workshops will be conducted using hands-on, interactive experiences in the four language modes.

Teachers will keep journals of their learnings, use their newly gained knowledge in their classrooms, learn to observe their students, respond to their observations and learnings, and share their responses with each other. Additionally, they will read and respond to professional literature and examine current materials which may be used in their classrooms. It is hoped that this project design, which showcases interactive and reflective learning, will have state and national significance.

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Evelyn B. Martin Center for Community Education

The primary goal of the second phase of this proposal is to enable the Evelyn B. Martin Center for Community Education at **Florida A & M University** to continue to assist the Bureau of Adult and Community Education in its mission to reduce illiteracy and undereducation among adults in Florida. Specifically, the proposed project is designed to improve Family/Intergenerational Literacy among the adults in Florida's Big Bend and Panhandle Region

Many of the counties in the Florida's Big Bend and Panhandle region are "poor and disadvantaged." Eight of them have been recognized by BACE members of Targeted Service Improvement Clusters 1 & 2. Out of the region's 1.125 million people, 836,000 are over the age of 18. In this age group, 215,000 lack a GED or high school diploma. The available data indicates that the local educational agencies are serving barely 12% of the population in need. One main reason why such a high percentage (25%) of the adult population remains undereducated is because there exists an intergenerational literacy problem, particularly among poor and disadvantaged.

The Evelyn B. Martin Center's **objectives** are to **1)** provide assistance and financial support to the first annual Southeastern Conference on Literacy, sponsored by the Literacy Volunteers of America, **2)** provide assistance and financial support to the annual ACE of Florida Conference, which addresses literacy concerns, **3)** host an annual fall regional workshop, focusing on literacy for adult and community education practitioners and volunteers, **4)** develop curriculum to adult/community practitioners in techniques and strategies for recruitment/retention of program participants, **5)** provide training for adult/community education practitioners in techniques and stategies for recruitment/retention of program participants, **6)** host an annual spring workshop "Fostering Partnerships and Alliances in Education," **7)** continue to publish and disseminate the Center's newsletter, *EXCEL*, **8)** recruit literacy volunteers, in the Pensacola Bay area through the local FAMU alumni chapter, to become involved with Literacy Volunteers of America, **9)** provide travel and registration fees for Center staff to attend the American Association of Adult & Community Educators' Conference.

The project will be divided into four phases: 1) orientation and introduction, 2) participatory goal-setting, 3) implementation of the project, and 4) evaluation.

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DOE Fellows Program (Florida A&M University)

Recognition of "pockets of illiteracy" led to the DOE-sponsored formation of Target Service Improvement clusters (TSIC) to address the literacy needs and opportunities found in Florida's communities. FAMU is host to the administrative center of TSIC One. A link connects the practice/methodological needs of graduate students in Adult Education Administration with support of the Literacy Action Pioneers Project. It is anticipated that 25% of graduate students will participate in assisting in the design and assessment of individualized learning strategies, compile data, and establish student portfolios. The DOE Fellows Program actively recruits minority and rural adult leaders who will impact on their immediate communities. The program in Adult Education Administration appeals to both traditional and non-traditional graduate students who will lead the state in addressing problems of illiteracy. This is the third and final year of the three- year project.

The project's major **goal** is to prepare and empower additional leaders in adult education to create and administer programs to combat illiteracy throughout the state of Florida, with particular emphasis on recruitment of minority and rural adults. This will be accomplished through an accelerated one-year master's program. The **objectives** are to **1)** enhance the flexibility scheduled master's program with additional field and distance learning opportunities, **2)** unite the University, the off-campus program and the surrounding communities in the serving of undereducated adult populations, and **3)** insure broader participation of minority and rural adults in the leadership of education.

A study will be undertaken in spring 1996 to answer these questions: How critical are "hands-on" field experiences for aspiring administrators for adult education? To what extent does cohort progression aid in retention and success of adult students? Can flexibly scheduled graduate programs in adult education administration maintain and/or exceed rigor associated with the traditional semester model? Focus groups of former graduates will be invited to participate. Permission will be asked to videotape sessions. **Dissemination** of findings will be via national, state and regional professional meetings and conferences. Personal appearances will be made by faculty and students when appropriate. Interim and annual reports will be made available to interested agencies. It is anticipated that the study will produce an article suitable for publication.

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PARENTS EDUCATING PARENTS (PEP)

Parents Educating Parents of **Florida A&M University** is directed at parents whose capacity to parent school-age children is compromised by the parents' educational deficiencies. The project addresses national and state priorities by targeting **educationally and economically disadvantaged adults**, reaching out to ethnic minorities and women, emphasizing development of language and literacy acquisition necessary to comprehend and meet institutional and family requirements. It is geared toward school readiness and retention, enhanced student performance and adult literacy. The project is **innovative** because it integrates adult and childhood education, self-improvement, and parenting , and is based on the knowledge that many parents' success in parenting can be learned by other parents through modeling. It introduces **non-traditional methods** and applies them to both traditional and non-traditional environments.

The main **teaching-learning techniques** utilize behavioral modeling, coaching, study circles, simulations and a process of systematic guidance and referral to traditional learning situations when such is justified. Material for learning will consist of realia so that what is learned can be readily applicable. PEP utilizes adult education and family literacy programs, local, state, and national child-care organizations and programs, Health and Rehabilitative Services Programs, local school-based programs and events that foster parent involvement, and university disciplinary programs such as psychology, adult education and counseling.

The **goal** of the project is to develop a sense of community and continuous collaboration among parents who learn successful parenting techniques and ideas from other parents and who develop a greater understanding of how to make critical parenting decisions. Participants will be involved in parenting education activities and will be assessed for educational deficiencies so they may be guided into additional programs and activities to raise their education levels and support parenting skills.

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ACENET at Florida IDEAL

The Institute for the Development and Enhancement of Adult Learning (IDEAL) housed at **Florida Atlantic University** (FAU) is committed to finding solutions for the new learning environments through advances in technology and the dissemination of exemplary and best practices programs. In 1986, leaders in Adult and Community Education in the state of Florida, under the direction of the Bureau of Adult and Community Education, created this service to enable educators to share information about programs and processes that were exceptional or that deserved both recognition and adoption statewide. This became known as the Florida Adult and Community Education Network Clearinghouse (ACENET).

The **goals** of ACENET at Florida IDEAL are to 1) maintain and monitor a database for exemplary projects from 1986 to the present and 353 training projects from 1989 to the present, 2) identify outreach activities that are of high priority to adult, community education and literacy administrators/teachers through surveys conducted, logs maintained, and materials requested, 3) identify the best practices available, 4) provide resource people and funding to address training/technical assistance needed at state conferences, regional workshops and districts, 5) disseminate information through abstracts, catalog of exemplary programs, electronic mailing, updates, etc, and 6) maintain an electronic library of curriculum materials.

ACENET at Florida IDEAL will also continue to produce several documents that enhance adoption of exemplary and best educational practices; provide technical assistance as needed, develop more formalized liasons with other state-wide serving agencies, organizations and groups; expand the present database; monitor and market exemplary projects, market exemplary projects and ACENET, and explore alternative funding sources for ACENET operation. The continuation of this project will assist local educational agencies (LEA's), community-based organizations (CBO's), Indian Tribes, correctional educational agencies, post-secondary educational institutions, and publis/private nonprofit litewracy organizations in conducting self-appraisals of their impact in "successfully recruiting, retaining, and improving the literacy skills of the individuals in such programs" and thus assist the Bureau of Adult and Community Education in addressing the National Literacy Act of 1991.

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TECHNOLOGY CONNECTIONS AT FLORIDA IDEAL

Advances in technology have redefined the concept of literacy for adults. Literacy includes use of technology in every day life as well as the ability to use the "3-R's". Advances in technology can address problems in adult education such as student recruitment and retention, turnover of staff, lack of instruments to measure program effectiveness and much more. Educational technology is needed to improve adult literacy programs.

The **goal** of **Florida IDEAL** is to assist adult, community, and literacy educators by finding solutions for the new learning environments created by today's technology. This will be accomplished by functioning in the following five key ways: 1) as a testing and state-of-the-art training site for technological developments and new methodologies which will enhance adult learning; 2) as a developmental site for computer-aided instruction and interactive technologies with distance-education formats; 3) as a dissemination site for low-cost, locally developed training that utilizes the best educational and multi-media practices; 4) as a provider of technical assistance for adult and community educators in areas such as strategic planning, collaberative efforts relative to Florida FOCUS, assessment systems/techniques, mentoring, multi-cultural communications, and innovative facilitating; and 5) as a production site for the Adult Education Section 353 Directory, Diagnostic and Prescriptive Instrument of Quality Indicators, Florida Directory of Adult and Community Resource Personnel and more.

Technology Connections by Florida IDEAL at FAU embraces the use of innovative methods, systems, materials, and programs which may have statewide and/or national signifigance, and assumes the responsibilities for the following through this grant proposal: Alpha testing of software; development of criteria for review of software and CAI, technical competence, and facility design; partnering agreements to develop needed products; electronic bulletin boards for advice/planning purposes; material dissemination by disks, CD-ROM, e-mail, etc.; exploration of internet resources for ABE/GED/ESOL; resource guides of technological expertise and products; statewide need assessments and "state-of-affairs" reports; production of electronic on-line services related to the development of interactive, multi-media training packages; creation of electronic assessment portfolios; and consortium and collaborative agreements based on a strategic technological network.

This project will be accomplished in these **six phases**: **1)** Partnerships with vendors will be established. Criteria for software evaluation, technology competency, facility design, etc. will be developed or obtained, and initial testing for technology will begin at FAU IDEAL Technology laboratory using adult and community educators as reviewers. **2)** Statewide needs assessments will

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culminate in technical guides for targeted areas or populations. Resource personnel throughout the state will be identified and "technology state-of-affairs" will be published. **3)** Training for mentors/trainers at select adult and community education sites or workplace literacy sites by IDEAL at FAU labs. Distance learning training will begin in conjunction with ACE of Florida, Florida Literacy Coalition, Florida FOCUS, and Florida Technology Conference. Information will be placed on-line dealing with quality indicators, resources available, etc. Instructional packages with various media and multi-media portfolios will be developed for adult and community education and literacy providers. **4)** Technical assistance for the E-Mail-iteracy program will be disseminated to a broader audience. **5)** A select site will come on-line as a satellite center with a multi-media lab to field test materials developed or rated by IDEAL with adult learners. Training sessions by IDEAL staff will occur at these locations through telecommunications or e-mail. Mentor/mentee training will be conducted and peer consultants will be trained regarding FIRN, Internet, Power Point, etc.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Quality Professional Development (QPD) - Florida Community College at Jacksonville

Like other community colleges and school districts nationwide, **Florida Community College at Jacksonville** faces shrinking funds, a large percentage of adjunct (part-time) faculty and a highly diverse student population. These factors create a number of professional development challenges. Nearly 40% of applied technology and adult educators currently receive no in-service training. Less than 25% are highly satisfied with current offerings and opportunities according to "Applied Technology and Adult Education: Professional Development Needs for the 21st Century."

QPD is a three-year project designed to create, pilot, evaluate, and disseminate a model multi-media professional development training series that meets specific faculty needs while addressing the institution's financial and time constraints. The project will address Program Quality Indicator 9.0 by creating an ongoing faculty development process that focuses on the skills necessary to provide quality instruction, with opportunities for practice and systematic follow-up.

Within a three-year period, FCCJ hopes to create, pilot, evaluate, and disseminate an innovative multi-media professional development series of six 30-minute videos, and six audio tapes along with an interactive series workbook and facilitator guide for **adjunct instructors of ABE, GED, and Adult High School adult students**. This is the **three-year plan**: 1) **Year One-** Conduct a training needs assessment and use it to develop, pilot, evaluate and refine three core professional development series to 33 FCCJ adjunct faculty members. 2) **Year Two-** Develop, pilot, evaluate, and refine three instructional discipline-specific ABE, GED, and AHS) training sessions on "Effective Teaching Methods and Trends, Curriculum, and Assessment Models" and produce three 30-minute videos and three audio tapes with workbooks and facilitator guides. 3) **Year Three-** Pilot the multi-media materials as a self-study series, continue evaluation, broadly disseminate information and multi-media materials, and complete the summative evaluation.

All FCCJ adult studies faculty will be asked to participate in an up-front training needs assessment, and 33 adjuncts will be recruited to participate in pilot training sessions. Participants will receive earnings of $15 an hour to attend a total of four training sessions. Each will commit to 16 hours of training over the three years of the project, taking pre-tests and post-tests and completing self-evaluations after each session to assess the effectiveness of the training and its practical application in increasing student success. Student evaluations and the Student Success Tracking System (SSTS) will provide comparative data from the project's ultimate customer, the student.

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Student Success Tracking System (SSTS) Dissemination

Florida Community College at Jacksonville (FCCJ), with the collaboration of the ten state educational institutions and agencies that comprise the Student Success Tracking System, seeks to address the need for school improvement and accountability by disseminating its customized computer-based tracking system. SSTS addresses the literacy needs of Florida's **undereducated, disadvantaged, and other target adult learners** by providing an automated means of capturing and reporting data that can be used to improve student success, program responsiveness, and accountability. It will enable participating LEAs (Local Education Agencies) to move toward assessment based on performance and will help meet the need for measures of performance outcomes in adult education.

The **goal** of this project is to provide LEAs with an innovative and flexible tracking system that will promote program quality through effective planning and evaluation, and demonstrate the effectiveness of adult education programs. SSTS dissemination will enable participating LEAs to effectively capture and report on indicators of adult education program quality. Once an agency has input SSTS data for a complete term, it will be able to effortlessly produce reports on indicators such as educational gains and outcomes, student retention, recruitment, curriculum and instruction needed, and support services. Additionally, SSTS itself directly addresses program quality indicator 6.0, program planning and evaluation by providing for comprehensive student tracking and follow-up.

SSTS dissemination project **objectives** are to recruit and select Florida LEAs to implement the SSTS: promote the SSTS at State conferences; develop planning materials that will prepare agencies for successful implementation; keep the SSTS responsive to changes in State trends and issues related to adult education program accountability; enhance LEA staff and faculty SSTS training during and beyond the grant period by developing training videos; facilitate SSTS implementation by participating agencies; increase LEA administrators' buy-in; and facilitate national dissemination.

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AGING/LITERACY INITIATIVES: A CALL TO ACTION

Florida sets the pace for the rest of the nation with its older population. Twenty-four percent of Florida's citizens are over the age of sixty. A 1994 Literacy Needs Assessment commissioned by the Florida Department of Education reported that over half a million of those over sixty have completed eight or *fewer* years of school. Research gathered in two previous demonstration grants has documented the need for more effective training of all individuals who work with older people. This project supports this need through coalition-building with aging and literacy providers and with staff development and training.

Through this project, the **Florida Council on Aging** hopes to form a coalition among Area Agencies on Aging (AAAS) in Florida to increase participation and retention rates of older persons in literacy and adult education programs. The challenge of this coalition would be to: 1) proclaim elder illiteracy a serious threat to the independence, sound physical and mental health, economic well-being and overall quality of life of older Floridians; 2) apply the entire range of state powers and functions to reduce illiteracy rates among the old; 3) encourage health and social service providers to assess literacy needs of older adults and assist with improving literacy skills; and 4) support local community efforts to increase literacy skills. This is the **goal** of Aging/Literacy Initiatives: A Call to Action.

The **focus** of this proposal is to expand outreach activities to disadvantaged adults who demonstrate basic skills at the 5th grade level or below and to those with disabilities through dissemination of exemplary programs and training of adult administrators/teachers. It is also to train persons engaged or preparing to engage in adult education, including full-time professional adult educators and training teachers of adults to more effectively serve these individuals.

The Florida Council on Aging is especially suited to implement this project. In addition to having successfully implemented three Florida Department of Education grant projects, FCOA also has experience in developing and implementing educational activities, workshops, and programs. To assess the effectiveness of the project in reaching the goals and objectives of the grant, progress will be evaluated utilizing a formative process as well as a qualitative formative evaluation to measure program completeness.

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CELEBRATING VOLUNTEERS IN LITERACY

The **Florida Literacy Coalition** serves a statewide network of over 200 literacy providers which include school districts, community colleges, universities, libraries, community-based volunteer literacy programs, and correctional facilities. *Celebrating Volunteers in Literacy* addresses the national education priorities for training persons engaged or preparing to engage in adult education. Teachers, administrators, part-time instructors, support staff and volunteers will develop their skills and the quality of their programs through the services and networking opportunities (including consultation, workshops, and resources) made possible through this project. The **primary goal** of this project, which is in its second year, is to reduce illiteracy and undereducation among adults in Florida.

The training of adult educators is critical to the delivery of quality adult education programs, which are designed to serve all of the populations targeted by both state and national priorities. The training workshops will advance the development of the literacy system as a whole by providing literacy practitioners with access to training. Through the five regional *Celebrating Volunteers in Literacy* workshops, the Florida Literacy Coalition will promote and foster a spirit of cooperation and collaberation among literacy providers to create innovative services and activities. Workshops are designed as an experimental model for the delivery of literacy instruction and staff development. It is intended to supplement traditional staff development methods and provide a flexible framework of options best suited to the specific needs of the literacy providers while meeting both state and national priorities.

Resources to provide staff development opportunities will expand and improve the current system for delivering adult education services to undereducated and/or educationally disadvantaged adults. The *Celebrating Volunteers in Literacy* workshops of 1994-1995 were well received and indicated the need for more localized training. The ultimate **goal** is to create a fully coordinated literacy training initiatve.

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THE SURVIVAL SKILLS FOR MIGRANT FARMWORKERS PROJECT

Migrant farmworkers and their dependents encounter situations daily that demand some level of English language competency. Educators have traditionally had difficulty meeting that need. The demands of the migrant lifestyle and scarcity of materials with rural and agricultural themes retard progress in migrant education. Farmworkers are one the most disadvantaged groups in the country. The majority of this population in Florida is Latino. Most come from Mexico and Central America. In some groups only 1% may speak and/or read English fluently.

Materials for migrant farmworkers must be be contextually relevant and up to date to be useful. The **goal** of the *Survival Skills for Migrant Farmworkers* is to produce materials that are learner-centered, user-friendly, community-specific, and bilingual. The lessons will be based on the language needs indicated by the farmworkers themselves, their teachers, and public and private organizations with which they interact. The materials will be reviewed and field tested by English for Speakers of Other Languages (ESOL) practitioners. Revisions will be based on those reviews. ESOL teachers, administrators, and volunteer tutors will be trained on how to use the materials. Once produced, the materials will be distributed to groups serving migrant farmworkers for classroom use. The layout and format of the materials make them easily adaptable, so programs throughout the migrant stream will be able to utilize them.

The lessons will follow an icon-based table of contents for easy use by students. Vocabulary and grammatical structure will reflect urgently needed survival English competencies. Clear graphics and bilingual captions will aid in comprehension. Audio tapes will be available to help learners supplement classroom work with practice at home. The guiding principle in every stage of this project is that producers of ESOL material must be sensitive to the needs of rural, agricultural, migrant learners; aware of the dynamics of the migrant lifestyle; and alert to the implications those needs have for material development. The propsed outcome is to provide the most urgently needed survival English in a user-friendly format that is community-specific, bilingual, and has a rural, agricultural focus.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

Enhancement to Competency Based Curriculum: Year Three

The Florida State Board of Education mandates a competency based, open entry, open exit curriculum in the area of adult education. It is also mandated that adult education teach the same course frameworks as are taught in secondary education. The Hillsborough County Department of Adult and Community Education, whose instructional staff is almost entirely part-time and placed in centers throughout the county, realizes its obligation to provide both its instructional staff and students with materials that relate to the state frameworks. These materials should also be appropriate for use in an open entry, open exit, competency based type of delivery system.

The **purpose** of this proposed project is to provide training for targeted members of the instructional staff in the selection, use, evaluation,development, and production of competency based curricula including video tapes. The **target population** will be five carefully screened teachers from the adult education centers in Hillsborough County with the most capable applicants being selected for the program. These individuals will then meet over the next ten months for the purpose of addressing the goal to develop increased efficiency in the selection, use, evaluation, development, and production of competency based curricula including both written and video materials. Expert direction will be provided by consultants from Hillsborough Community College, local universities, and the private sector. Additional support will be provided from staff of the School Board of Hillsborough County. Alocal production facility will be used for video productions. During the past two years, this project concentrated on science, social studies, mathematics, and oral communications. The third and final year of this project will focus on critical thinking and writing skills.

All materials developed by this project will be field tested in the adult education centers and the results examined by administrative staff members. All project participants will be provided with an evaluation instrument on the quality and usability of the activities and instruction provided during periodic sessions. Project consultants will be evaluated by the participants in terms of their effectiveness and the extent to which they made meaningful contributions to the success of the project. Consultants will be requested to evaluate the extent to which the project met its targeted objectives and to evaluate the materials developed by the project participants. Major weaknesses identified will be made known to the proper administrative staff members who will develop procedures so that these weaknesses may be dealt with effectively.

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Section 353 Abstracts, 1995-96, continued

CROSSROADS CAFE: An Adult-Level Video Course to Teach English to Speakers of Other Languages

The 1990 U.S. Census revealed that 25.5 million adults speak a language other than English at home and 12 to 14 million adults have difficulty reading, writing, speaking, and understanding English. In Florida, census estimates show 17% of the population needing ESOL services. Unfortunately, existing ESOL courses can accommodate only 5-10% of people needing them. As a result, millions of intelligent motivated adults with limited abilities to speak, read and write English face several disadvantages in receiving education, competing for jobs, and otherwise participating in society. *Crossroads Cafe* will directly serve the needs of **limited English proficient adults** including instruction in cultural themes and life-skill topics, learning strategies, and language skills. Telecommunications-based materials will increase student access to ESOL instruction by eliminating common barriers like class space, transportation, and child care. The delivery system, television, is perceived as patient and non-threatening. In an unprecedented collaboration, Intelecom, the state of Florida, and other states with large populations of limited English speakers will join professional and financial resources to produce this program.

The *Crossroads Cafe* project specifically addresses the priorities of the Adult Education Act by providing direct instruction and support to adults with limited proficiency in speaking, reading, writing, and understanding English. In addition, because *Crossroads Cafe* will be available through broadcast television and other distance learning technologies, the state of Florida will be able to use the project materials to provide ESOL instruction to large numbers of disadvantaged adults (immigrants, minorities, physically disabled, chronically unemployed, incarcerated or homeless). Florida will also be able to use the project as an in-service tool to assist in training those in the adult education field.

Crossroads Cafe will result in the creation of **network-quality video programs** and closely **integrated multi-level worktexts, photo novellas, and teacher materials** for use in all of Florida's ESOL programs.

The project materials will have broad applicability in ESOL programs throughout the state of Florida and the nation. Because prominent Florida ESOL leaders have assisted in creating *Crossroads Cafe*, it directly addresses the needs of Florida's limited English proficient adult population. Its unique format, which combines dramatic action with short, electronically sophisticated segments, draws upon the latest in video production and post-production techniques. Initially, the video will be distributed in the highly accessible broadcast and cassette format, and then the programs will be mastered on digital technology which will allow future development of CD-ROM and other multi-media versions.

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The close partnership between Intelecom, the National Leadership Council, and the National Academic Council, has resulted in a **project format** that artfully maximizes the instructional benefits of video and print. Each of the 26 lessons incorporates a specific cultural theme, such as "Time is Money," "Let the Buyer Beware," and "Budgeting," while instructing learners in atleast one language function, reading and/or writing skill, documentary/culture theme, and learning strategy.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for aditional resources or information.

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Developing the New Curriculum for Adults with Disabilities and the Activities Manual

Historically, providing educational services for adults with disabilities was not a priority in most school districts. With the passage of the Zollie Maynard Education for Handicapped Adults Act, a major step was taken to place emphasis on the educational opportunities for **adults with disabilities (AD)**. This law establishes educational programs in categories of adult literacy, adult general education, and vocational, supplemental and job preparatory and encourages adults with disabilities to improve and increase daily living and academic skills and economic independence.

Since 1982, **Leon County Schools** has been serving a growing number of these adults as well as other districts throughout the state. Educational services are varied and specialized depending on the disabilities of the students in a particular class. Leon County developed and is using "Curriculum for Students with Special Needs" along with the "Activities for Students with Special Needs" manual. These must now be revised and updated in order to meet the needs of the students and the goals set forth on a national, state, and local level.

The **goal** of this project is to provide an *Adults with Disabilities program* curriculum statewide, that will be the foundation for meeting the many varied educational needs of the students and provide training and technical assistance on a local, regional, and state level for teachers and administrators. The **objectives** are: **1)** that the existing and widely used curriculum/activities manual will be revised, updated and correlated with the DOE ABE Performance Standards with special emphasis on functional skills; **2)** to develop an automated performance standards reporting form and pilot use in the Leon County AD Program; **3)** that a training component, using the curriculum/activities manual, will be developed and field tested with Leon County AD teachers; **4)** to provide training for teachers and administrators at state conferences and locally; and **5)** to disseminate the curriculum manual and staff training component to adult education directors in all Florida School Districts.

The revision of this curriculum will insure that AD students have programs that are innovative and meet current needs. The ease and practical application of the curriculum, the many ideas for educational activities, and the built-in program accountability feature will result in a curriculum that can readily be used on a local, state, and national level.

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Florida Automated Student Performance Standards System (FASPS)
(Leon County School District)

With the approach of Florida's new plan for school improvement and accountability, increasing emphasis will be placed on **measurable student outcomes**. Not only will this require individual schools to access baseline data for their student population, it will require schools to analyze such data from year to year in order to develop plans for school improvement. In adult education, easily retrievable data on student performance, grouped by class and district-wide, is often difficult to obtain since adult education is voluntary and students come and go. Standardized tests are not the best measures of student performance but there is a need to analyze and report what students have learned. There may be other ways to measure student performance which are correlated to student outcomes. These may be considered as genuine measures to be used in planning for school improvement and reporting accountability.

The **goal** of this project is to establish and promote the collection of complete data on continuous student performance in relation to reporting for and developing School Improvement Plans to meet the objectives established in Blueprint 2000. Administrator and teacher training are essential parts of this project. The training will include promotion of technology for teachers and administrators through use of an automated student data collection system. The FSPS computer program is a system of reporting total student progress/attainment of student perfomance standards and allows for information on any Florida student, school or county to be reported on NCS scan forms or put into the computer by hand.

This project will address the program goals of providing instructional programs to the adult population lacking basic and functional literacy skills and serving any of the adult populations outlined as target groups in Florida's adult education program, most specifically **educationally disadvantaged adults, adults with disabilities and limited English proficient adults**. Since a part of providing instruction to adults include the monitoring of student progress, this project aims to assist in the monitoring of student progress for any adult student in a course which has identified student performance standards, but will mostly assist in monitoring and reporting progress for those students functioning at the lowest levels.

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Miccosukee Corporation: PROFESSIONAL STAFF DEVELOPMENT

The Miccosukee Tribe of Indians of Florida, through a Section 353 project, developed high interest/low level materials for use by adult learners which reflect the activities of daily Miccosukee life. The project was very successful and received Statewide and national recognition. The curriculum guide developed has been eagerly accepted by adult learners functioning below the 8th grade level. The new proposal consists of a **three-year plan** to design and produce a comprehensive set of insrtructional materials and workbooks which will reinforce the unique culture of the **Miccosukee adult learners**. At the same time, the learning materials will provide for the development of basic reading/math, and high level reading skills. "How to" and staff training materials will enable other groups to develop culturally relevant learning materials.

The **goal** for **year one** (95-96) is to introduce a textbook, curriculum guide and materials to adult learners with low math abilities. The products will reflect the lifestyle, history, work and daily activities of tribal members.

The **goal** for **year two** (96-97) is to provide Miccosukee adult learners with workbook materials in basic reading and applied mathematics which emphasize Miccosukee culture while encouraging development of reading and math competencies to enhance employment opportunities and activities of daily learning. Workbooks for adults with low reading and math abilities will be developed to facilitate self-paced learning at home.

The **goal** for **year three** (97-98) is to provide Miccosukee adult learners with instructional materials in higher level reading skills which reinforce facets of Miccosukee culture while providing reading skills appropriate for the GED, vocational and post-secondary education and daily living activities requiring reading skills at grade levels 9-12.

This project will have statewide and national signifigance. Its innovative approach incorporates the creation of culturally-specific materials that will allow Miccosukee adults to learn through tactile and kinesthetic instructional activities rather than visual activities only.

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INTERACTIVE ORAL COMMUNICATION COMPONENT (Orange County)

According to the U.S. Bureau of Census, in 1990, thirteen percent of the population of Orange County spoke a language other than English at home and considered themselves to have limited knowledge of English. The number of English proficient county residents has increased since then and has negatively affected the school systems. During 1993-1994, there were 6,489 adult LEP (limited English proficient) students served in ESOL courses, but only 5% of this number successfully participated in technical education courses. In order for **LEP adults** to successfully participate in these technical job prep programs or seek employment, it is necessary to function at a high level of English language proficiency. LEP students who want to pursue technical careers must master the spoken aspects of the language. Major concerns of technical instructors and employers are the inability to understand their LEP students/employees, and the inability to access their LEP students/ employees comprehension of instructions.

The **ultimate goal** of the Interactive Oral Communication Component (IOCC) is to assist LEP adults in achieving effective oral communication skills in job prep (technical education) and workplace situations. The IOCC coordinator will determine and document which language patterns are most used in the technical training classroom and in the workplace. The IOCC coordinator will also observe the oral communication difficulties which LEP adults most frequently encounter in these situations. Based upon this information, the coordinator will develop the necessary curriculum plan and identify appropriate materials and methodologies to be used in the IOCC classroom. Since oral communication is an active skill, Listening/Speaking classes will be held to focus on the identified patterns and to require students to use the pattern in communicative situations in the classroom. The IOCC coordinator will also identify the latest technology available in voice interactive software to be utilized on the computers available in the VESOL program in order to assist with individual problems that an LEP student may experience in pronunciation.

Since collaboration with ESOL, VESOL, and technical education instructors is required for the program's curriculum development, lines of communication will develop among academic and technical educators. These lines of communication will lead to an understanding of, and a sensitivity to, the difficulties the LEP adult faces when entering technical education and/or the workplace. The development and implementation of the IOCC will be a team effort, offering the student a blend of technical and academic education. The potential for teacher training will be ongoing during the project as the IOCC coordinator and instructors share information and learn from each other in an effort to provide the best possible services for the LEP adult student.

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The barrier created by the inability of LEP adults to communicate effectively in oral English is not limited to Orange County. The IOCC will document research, curriculum, materials and methods that work together to produce students who react and interact appropriately using the oral aspects of the English language. This documentation and experience will be shared with other districts through presentations at three state conferences: the Adult and Community Education Conference, the Sunshine State TESOL Conference and the Florida Vocational Education Conference.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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FLORIDA ADULT PRIMARY LANGUAGE SUPPORT PROJECT

(Palm Beach County School District)

Florida serves approximately 115,000 **LEP (Limited English Proficient) adult students** throughout Florida districts, libraries, community- based organizations and workplaces. It is estimated that as many as 20,000 or more of these students in South Florida function in their primary (home) languages below the third grade level. The identified languages include Haitian-Creole and Kanjobal/Spanish. In order to transition to ESOL Literacy in a timely and successful manner, these students benefit from ESOL classes using Primary Language Support as outlined in the Florida Adult ESOL Curriculum Frameworks. Unfortunately, there are very few commercially available materials. As a result, districts providing Primary Language Support currently depend on teachers, volunteers, or paraprofessionals to develop these materials as part of course delivery. This places a burden on personnel to develop materials while delivering services.

The **goals** of the Primary Language Support Project are: 1) to develop basic **literacy materials** in languages identified by Florida districts (specifically Haitian-Creole and Kanjobal/Spanish with support in English); 2) to develop a literacy **placement test** for adult LEP speakers of Kanjobal/Spanish; 3) to develop Primary Language Support Literacy **promotion tests** specifically in Haitian-Creole and Kanjobal/Spanish with support for transition to English in order to assist districts in the transition from basic Primary Language Support Literacy to ESOL Literacy; 4) to provide **sample lessons** for teachers and/or facilitators of Primary Language Support to use as models for Beginning and Transitional Primary Language/ESOL Literacy classes throughout Florida; and 5) to submit these materials to the Florida ACENET and the ERIC Clearinghouse for **dissemination**.

The **procedures** for this project include a solid implementation plan that directly involves Primary Language Support/ESOL personnel currently involved in Primary Support/ESOL throughout South Florida. Writing team members will be selected based on their submission of written samples according to a writing plan. The selected writing teams will then develop materials that may be used throughout the state by teachers, paraprofessionals, and volunteers. These materials will specifically address criteria in the Florida Adult ESOL Curriculum Frameworks.

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Educational Quality Indicator Program (EQuIP) for Adult Education Programs
(Santa Rosa County School Board)

The Western Panhandle Coalition in Phase Two of this project completed the training manual and initial resources based upon the quality indicators of adult education. The manual consists of nine focus areas that address each of the nine quality indicators. Modules have been developed which define each of the indicators and their descriptors. These modules give specific information, terms and examples that provide direction to the adult educator on implementation procedures that address the criteria for quality performance. Two conclusions have been derived from input received by workshop participants: 1) an overwhelming acceptance to the value of the manual by the practitioner in adult education and 2) the need for additional development of resources and manual refinement.

The Florida Atlantic University (IDEAL) 353 project *Diagnostic and Prescriptive Instrument of Quality Indicators* has produced a manual that correlates with this project. The IDEAL project (*DPI*) provides the diagnostic and prescriptive components for the quality indicators while Santa Rosa County's project, the *Adult and Community Quality Indicator Training Manual* (*ACQI*), provides the components of training for the quality indicators. Both agencies involved felt that the two models be combined into one for a comprehensive training manual. Therefore, the **goals** of this grant are: **1)** to field test and refine the training manual; **2)** to complete the resource directory; **3)** to coordinate the Florida IDEAL *DPI* project and the Santa Rosa County *ACQU* project; and **4)** to disseminate the manual and train adult education providers.

Six phases of development will be utilized. These phases are: 1) Thoroughly promote and pilot the project with adult educators statewide at a number of regional workshops and annual conferences where constructive criticisms, recommendations for additions or deletions, and changes in content are solicited in order to refine a truly adaptable training model. 2) In collaboration with the Florida Department of Education and other agencies involved in the initiatives to address the Indicators of Adult Education Program Quality, develop a plan for training. 3) Continue to identify, collect, categorize, and employ resources that will assist in the expansion of the training model. 4) Distribute the completed training model to all districts and interested educational agencies within the state. 5) Implement immediate use of the training manual within the Coalition. 6) Initiate a policy where the original training model is periodically examined by the coalition membership for continued relevancy and to publish revised materials that reflect current realities or situations within adult education.

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Adult Basic Education/ESOL: A Multi-Media Model for Adult ESOL Educators

The fact that the minority population of the United States will increase 47% by the year 2050 will impact American society as we know it today. Currently, there are an estimated 2 million non-English speakers in U.S. classrooms. According to the 1990 census, Seminole County is ranked as the third fastest growing Hispanic populated county in the United States. A definite and expanding need exists to provide English instruction to this population. **Seminole Community College** has already demonstrated its commitment to incorporate technology into the ESOL curriculum by purchasing nine computers with multi-media capability. The next project is to build a complete ESOL multi-media lab.

The **primary goal** of *A Multi-Media Model for Adult ESOL Leaders* is to provide **minority, limited English proficient (LEP), undereducated adults** basic and functional literacy skills. This proposal incorporates the development of a curriculum and training model whose major element is computer-assisted technology. This project will include the acquisition of software, the development of a model adult ESOL curriculum integrating computer technology, and training provided to adult ESOL educators in the community colleges which provide adult education in Florida.

The **objectives** of this project are: **1)** to provide an increase of student satisfaction of the target population due to the use of integrated computer assisted instruction within the curriculum as measured by a self-reporting survey at the end of each term; **2)** to develop an effective curriculum that places second language acquisition as the focus of instruction incorporating computer literacy skills which will be measured by the percentage of students demonstrating gains on departmental exams and by the number of students who advance to a higher level; **3)** to provide an increase in computer skills to the target population which will be measured by a pre and post computer literacy exercise; **4)** to provide training for adult ESOL educators in computer assisted instruction where effectiveness of this training will be shown by an evaluation survey at the end of the training sessions; and **5)** to provide a computer assisted curriculum that improves student retention measured by the number and percentage of students who remain in the program as compared to previous terms.

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Development of RITE Curriculum Materials (University of South Florida)

Responsible Inmate-Taught Education (RITE) was funded by the Bureau of Adult and Community Education during the 1993-1994 fiscal year. During that time, two RITE programs were conducted at Sumter Correctional Institution while one was conducted at Jefferson Correctional Institution for women. Together these programs trained over 40 college educated inmates as teaching assistants.

The **goal** of this project is to make available the RITE program through the creation and publication of curriculum materials which will include a comprehensive manual and video tapes of actual class presentations. The development of this project will enable **incarcerated adults and educationally disadvantaged adults** to read, write, and speak English, compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve their goals and develop their knowledge and potential. It will also provide instruction to the adult population lacking basic and functional literacy skills or competencies related to prose, document, and quantitative literacy skills.

The **objective** of the RITE Curriculum Materials Program will be to plan, develop, and standardize this 12-week intensive training program for college-degreed inmates who want to serve as teaching assistants in the prison system. The video tapes will include materials from the RITE programs at Sumter Correctional Institution and Jefferson Correctional Institution in which qualified inmates received instruction in curriculum and materials for low-level adults, the psychology of education, and teaching in prison school. The training materials and video tapes will make the RITE program transferable to other correctional facilities.

The RITE Curriculum Materials Program is intended to train adult basic education teaching assistants from the pool of college educated corrections inmates volunteering to participate in the RITE program. The curriculum training manual with its accompanying videos will make use of a quality instructional techniques approach for developing paraprofessional resources. As more RITE graduates move into the field and begin to make a difference in the services provided to remediate and/or train undereducated inmates, the program will be disseminated to other agencies throughout the country. The program has already attracted regional attention from state and federal prison correctional education administrators. With the standardization of the RITE program, incarcerated persons across the nation could enhance their own professional development by helping other inmates to learn.

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A.C.T. NOW (Assessment, Counseling, and Transitional Services) -
Suwannee County Schools

Suwannee-Hamilton Area Vocational Technical and Adult Center (SHAVTAC) implemented a model Competency Based Adult Education (CBAE) program in 1990. The annual CBAE enrollment has increased by 74%. The percentage of 16-18 year old students enrolling in CBAE classes has increased from 39% to 77%. The 16-18 year old student needs are increasingly greater because they are enrolling with fewer credits and have no defined educational/career goals. Local statistics also indicate that 65% of the CBAE graduates from the past five years are unemployed and have no defined education/career plans. Madison, Hamilton, Lafayette and Dixie counties demonstrated their need through their selection as TSIC II counties (Targeted Service Improvement Cluster) last year. Students in these five counties will benefit from the integrated system of services provided through *A.C.T. NOW*. **Two groups have been targeted for services; currently enrolled 16-18 year old CBAE/GED students and recent CBAE/GED graduates.**

The *A.C.T. NOW* model will use innovative methods in Assessment, Counseling, and Transitional services (A.C.T.). The model will be developed in **Suwannee County**, piloted in TSIC II, and disseminated throughout TSIC I, II, and III. The project, in collaboration with SHAVTAC's team of three expert, highly experienced adult educators, will ensure that students leave the project with well-defined career and/or educational goals and increased employment potential.

The **project goals** are: **1)** to develop a model delivery system that will match the individual student's strengths and with the requirements, needs, and expectations of local employers, training programs and/or the military; **2)** to ensure that students leave the project with well-defined education/career goals and increased employment potential; **3)** to pilot the model delivery system with students in TSIC II; and **4)** to disseminate the model in the thirteen TSIC counties.

This project will provide staff development for at least 25 adult education teachers, volunteers, and administrators from Suwannee and TSIC II counties. Training workshops, conducted quarterly, will include techniques, methods, and procedures developed an in the *A.C.T. NOW* model. These quarterly workshops will provide a forum for discussing project progress, receiving feedback from pilot sites, and modifying the program based on suggestions. The completed model will be available to any other interested Florida districts.

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415 Pinewood Dr.
Live Oak, FL 32060
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Section 353 Abstracts, 1995-96, continued

Project TALENT: Using Technology to Assist Learners of English in Transition

(University of South Florida)

Many Pinellas ESOL students work their way through the ESOL program over a matter of years with their long range goal being the attainment of a GED or preparing for advanced academic or vocational study. In addition, research shows that many immigrants spend their first years working and after 5 or more years at the same job, decide to return to night school to improve their English in hopes of a future promotion or career change. All students who are enrolled in ESOL programs at the intermediate to advanced level have special needs in refining their English and in preparing for promotion into ABE/GED programs. These special needs include diagnostic assessment and individualized development of reading and writing skills, refinement of speaking and listening skills, and development of appropriate learner strategies. To prepare the students to achieve success upon transition into an ABE/GED program once they have attained a 9.0 reading level, there must be well defined and planned articulation between the ESOL and ABE/GED programs, collaboration and understanding between the ESOL, ABE/GED and adult high school instructors as well as development of the instructors' understanding of the special linguistic and cultural needs of **LEP (limited English proficient) students** enrolled in ABE/GED and adult high school classes.

The **goal** of *Project TALENT* is to facilitate the placement, instruction and promotion of LEP students in ESOL, ABE, GED and adult high school courses in Pinellas County by creating a technology-assisted model transitional program at Tarpon Springs Community School (TSCS) and extending this model to four additional schools in Pinellas County. At the conclusion of the project, an implementation plan will be developed to assist other Florida counties in replicating the model program.

The accomplishment of the nine program objectives will ensure a planned, cohesive sequence of instruction for LEP students from beginning ESOL through GED completion.

The **objectives** of *Project TALENT* are: **1)** to develop a computer-assisted diagnostic assessment and progress evaluation system (CMI system) for LEP students and a complementary portfolio assessment system; **2)** to implement the assessment system at TSCS and at four other community schools in Pinellas County; **3)** to create an advanced oral/aural skills course which includes instructional technology for LEP students; **4)** to enroll 15 students at TSCS in the model oral/aural skills course; **5)** to train 35 ABE, GED, ESOL and adult high school teachers about the linguistic/cultural difficulties of LEP students; **6)** to provide a model and training support for establishing transitional teams and mainstreaming plans among these teachers at seven community

Section 353 Abstracts, 1995-96, continued

schools in Pinellas County; 7) to train these 35 teachers to use instructional technology in their classrooms and apply appropriate learning strategies; **8)** to create a statewide instructional technology task force for adult ESOL which will serve as the advisory committee for this project and devise a plan for replicating the project's results in other counties throughout Florida and establish an ongoing group conference on the FIRN Network for Adult ESOL; and **9)** to conduct detailed research on the program's effectiveness for publication and presentation at state and national conferences.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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BRYANV@mail.firn.edu
URL: http://www.fau.edu/divdept/coe/ideal.htm

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(813)974-3533 or (813)974-3759

Section 353 Abstracts, 1995-96, continued

EXCEL: Expanding Competencies of ESOL Leaders - Peer Coaching Training and Training for Administrators and School Personnel

(University of South Florida)

As the number of immigrants and refugees who enter Florida continues to rise, an ever-increasing need exists for appropriate educational services which will enable them to become productive members of their communities. Many of these immigrants enroll in adult ESOL classes in which the teachers have little or no formal training in cross-cultural communication and understanding. Moreover, numerous limited English proficient (LEP) students enroll in adult basic education (ABE), general educational development (GED) or adult high school (AHS) classes either upon completing an ESOL program. In Hillsborough County and neighboring districts there is a need to develop a number of "ESOL Peer Coaches." There is also a need for **training workshops** in order to develop a kit of materials to ensure that ESOL, ABE and GED teachers are meeting the needs of the ESOL student. Training is also needed for school administrators and other school personnel.

The **goal** of Expanding Competencies of ESOL Leaders (EXCEL) Teacher Training Project is to develop specialized training materials and in-service training to **adult ESOL teachers** who will serve in their districts as "Adult ESOL Peer Coaches." In addition, the EXCEL project will provide ESOL training to school administrators and school personnel.

The **objectives** of this project are: **1)** to deliver 45 hours of training to adult ESOL teachers to serve as "ESOL Peer Coaches" in Hillsborough County and ESOL teachers from fourteen other districts from the USF service district areas; **2)** to develop a kit of materials to assist ABE, GED and ESOL teachers working with ESOL students; **3)** to deliver 12 hours of in-service to school administrators in Hillsborough County School District **4)** to deliver two 3 hour workshops which will be offered in two different regions for the other service districts; **5)** to deliver a 2 hour in-service training session for school personnel (counselors, secretary, staff, etc.) which will take place in Tampa and be delivered through distance learning; **6)** to disseminate videotape of 2 hour in-service training session for school personnel to participating districts; **7)** to develop a resource handbook for school administrators and school personnel which will be distributed to school administrators and school personnel during the ESOL workshops; and **8)** to disseminate the EXCEL ESOL Resource Kit and the ESOL Resource Handbook at the Literacy Conference and Sunshine State TESOL Conference.

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The Adult Education Network

Public Schools

The types of adult education programs offered tend to depend on the specific needs of adults in the various communities in each state. Programs are structured to address progress in ABE, ESOL, Adult High School, Literacy training, technology training, and avocational activities. Programs are offered in rural, suburban, and city locations.

Locations in each community, which may include schools, churches, prisons, hospitals, and libraries, are dependent upon identified needs relative to each program in adult education. Placement and follow-up programs are utilized to complement program completion to ensure appropriate accountability criteria is followed.

Many factors affect a public school's role in the delivery of adult education programs. They are:

- ✓ history and tradition
- ✓ financial aid (state and federal)
- ✓ competition (other delivery systems)
- ✓ degree of professional leadership (both at the local and state level)

The Adult Education Network , cont.

Public Community College

The community college's scope of services is broad and represents the ideal of ***lifelong learning***. Services available encompass and include, not only adult basic education, high school equivalency, non credit enrichment courses, ESOL, and vocational training, but also continuing professional education classes and programs for special interest groups (incarcerated, single parents, senior citizens, etc.). Delivery systems include churches, hospitals, prisons, libraries, and some on-campus sites.

Service to the entire community is one of the community college's basic tenets. Future direction will focus on:

- extensive outreach programs to embrace the entire college district
- community education for **all** ages and groups
- more media diversity utilization
- more collaborative effort with other agencies
- awareness and encouragement of cultural growth
- serving as catalysts to address social, economic, and educational issues

Correctional Institutions

The incarcerated adult is found in state, local, and federal facilities. Research indicates that most prison inmates need technical training and adult education to help rehabilitate them become a more useful member of society. Most correctional facilities in Florida provide technical training and adult education programs.

The Adult Education Network , cont.

Public Libraries

Services available from public libraries include:

- assisting independent adult learners
- arranging and conducting activities for the general public and specific clientele
- serving as facilitator of adult education activities sponsored by other agencies in the area (local adult schools, community organizations, churches, etc.).

Libraries provide facilities, professional services, and materials. Research suggests that only two percent (2%) of adult education students use public libraries as learning sites.

Governmental Agencies

Four major governmental programs funded under the Adult Education Act (1966) currently exist. The intent of these four federal and state programs has been reaffirmed through the National Literacy Act of 1991. The four programs are:

1. **The Job Training Partnership Act** (JTPA)
2. **The Carl D. Perkins Vocational Education and Applied Technology Act**
3. **The Food Stamp Employment and Training Program** (FSETP)
4. **The Family Support Acts Job Opportunities and Basic Skills (JOBS) Program**

These four federal programs are similar in that each program targets adults who are economically disadvantaged or who are deficit in basic literacy skills. A brief description of each follows:

The Adult Education Network, cont.

Job Training Partnership Act (JTPA): This is a collaborative effort among federal, state, and local governments and private industry. The program includes provisions for basic education, workplace training, occupational training, and assistance in locating jobs.

Carl Perkins Vocational and Applied Technology Act: The federal funds resulting from this act supplement state and local funds. From these allocations, adult vocational (as well as secondary and post secondary) education programs are largely funded. Specific populations are targeted to receive support, including disabled, LEP, and the economically disadvantaged.

Food Stamp Employment and Training Program: Operated by the Department of Agriculture, this program targets food stamp recipients of ages 17-59. The goal is to afford them educational and job services to reduce their dependency on food stamps.

Job Opportunities Basic Skills Program: The purpose of JOBS is to encourage independence of AFDC recipients. This is addressed through state requirements to make available education, employment services, support services, and training. For AFDC receivers without a high school diploma or literacy skills, required enrollment in education or employment training is mandated.

Legislated Programs

Two additional legislated programs are significantly related to adult education support services. These include CETA (Comprehensive Employment and Training Act) and ABE. CETA is a multi-billion dollar program whose aim is to reduce unemployment and underemployment. Services include providing job training, jobs, and adult basic education.

The Adult Education Network , cont.

State level CETA programs are connected to the US Department of Labor. Most CETA units contract their vocational and adult basic education programs through public schools, vocational-technical institutions, proprietary schools, and/or community colleges. Federal legislation has designed distinct and separate categories for ABE, adult occupational education, and secondary education. Many states have done the same. Consequently, coordination of ABE/vocational programs are often fragmented in states that use both public schools and post-secondary institutions.

Universities

In most four year colleges and universities, non-credit adult education is offered on a "continuing education" basis. The programs, method, and delivery systems are usually comparable to those in community colleges. However, a major difference is that in these colleges and universities, adult basic education and non-professional vocational education are seldom a part of the program. One exception to this, however, is an approach by some colleges and universities for helping adult learners make decisions regarding their careers and future education.

These adult career centers, designed by the Future Directions for a Learning Society (FDLS) College Board, are particularly intended to support colleges' and universities' efforts in adult education development. However, the approach is functional in other areas such as public libraries, churches, employment sites, and community-based agencies. One goal of the center is to network with other community agencies in an effort to provide services regarding adult education.

Volunteer Organizations

Two major volunteer programs relevant to adult education are Literacy Volunteers of America and the Laubach organization. These private literacy education organizations recruit and teach volunteers to help illiterate adults on a one-to-one basis.

The Adult Education Network, cont.

Although these programs are nationally organized, they function locally through state or regional sectors. Furthermore, they are often affiliated with libraries, churches, public schools, adult education agencies, and prisons.

Employers

Continuing education is a vital part of most occupations. Membership organizations are usually formed to promote the interest of various occupational groups. Many jobs encourage or even mandate that employees attend educational classes to remain current in their fields. Workplace literacy is a program to aid workers in improving their literacy skills and is provided at the workplace settings. Official agreements between local adult education programs and employers who have workplace literacy programs are in place in numerous counties throughout Florida.

Community-Based Agencies

Non-profit agencies such as adult education centers, learning networks, and free universities are examples of adult education community-based agencies. Also, sometimes private community adult schools exist in lieu of public school adult education. The public schools may be unable to maintain adult education programs. The offerings from community-based agencies are usually recreational, avocational, or for personal development.

The Adult Education Network, cont.

Social/Health Institutions

Although "non-educational" in the primary sense of education, social and health institutions often play a secondary and supportive role in adult education. These include in-service training for patients and community health education. Many programs are designed to address the health and social needs of the general public in specific communities.

Military Bases

Each military branch provides voluntary education programs. They are

- **Army** - General Educational Development
- **Navy** - Campus for Achievement
- **Air Force** - Education Services Program
- **Marine Corps** - Voluntary Education Program

Each of these programs is comparable to adult education programs in that participants attend after duty time. Most students must pay about 25% of the tuition. Furthermore, all branches of the armed forces have two major programs for military personnel: **DANTES** (*Defense Activity for Non-Traditional Education Support*) and **Serviceman's Opportunity College**. **DANTES** provides a high school completion plan for employees based overseas, gives a worldwide examination for credit option, and provides a catalog listing correspondence of study offerings from approved civilian institutions. The **Serviceman's Opportunity College** is a network of over 300 civilian institutions which allow flexible residency requirements and transfer policies for military students. Beyond these services, the armed forces have available testing and counseling services and adult literacy classes.

State and National Network Support Services

AFLO (Association of Florida Laubach Organization)

Frank Laubach was a literacy advocate who was instrumental in conducting literacy campaigns in sixty five (65) countries. Using the "key words" approach to teach vowel and consonant sounds and words, phonetic Primers were developed for reading instruction. In the 1950's, Laubach's methods were employed by Americans. Today, Association of Florida Laubach Organization continues literacy efforts in Laubach's fashion. AFLO are located throughout the State of Florida.

For more information, please write:

AFLO Jim Barhorst
c/o GROWS Literacy Council
52 East Main Street
Apopka, FL 32703

Florida Literacy Hotline: 1-(800) 237-5113

This toll free hotline is sponsored by the Florida Literacy Coalition, which is funded through 322 and 353 Grant monies. Over 17,000 calls were received in 1994. FLC provides guidelines for starting new literacy programs, matching tutors and students, GED information, and information on English as a Second Language (ESL) classes.

Literacy Volunteers of America (LVA) - Florida Affiliate

Volunteers who are supportive of the National Adult Literacy Volunteer Program, such as LVA and VISTA Literacy Corps, are involved in coordinating, planning, and implementing programs to promote literacy skills. For more information , please contact:

State and National Support Services, cont.

LVA - National Contact
Marsha Tait, President
635 James Street
Syracuse, NY 13203
(315) 472-0001 Fax: (315) 472-0002
email: lvanat@aol.com

LVA - Regional Contact
Anita Rodgers
LVA - Southeastern Regional Office
2512 Lake Shore Drive
Orlando, Fl 32803-1316
(407) 895-1170

Newspapers In Education

NIE is a national program which uses newspapers to teach reading, writing, speaking, listening, and critical thinking skills. Florida Newspapers in Education Coordinators (FNIEC) developed a set of booklets, *New Beginning*, which include activities that address the performance standards mandated in adult reading and math programs for Florida. This supplemental curricula is currently used throughout classrooms in Florida. ***Call your local newspaper office for information.***

Probationers Educational Growth (PEG)

PEG is a collaborative effort among judicial systems, school systems, and the Department of Corrections which permits probationers to engage in remedial reading and GED preparation courses.

State and National Support Services, cont.

Pasco County initiated this project through a 353 Demonstration Grant. Since the project's inception, it has expanded to sixteen school districts.
For more information, contact:

Brenda Glass, PEG Coordinator
Schwettman Adult Education Center
5520 Grand Boulevard
New Port Richey, Fl 34652
(813) 836-3401

State Library of Florida

The State Library functions to inform and coordinate literacy activities in public and institutional libraries statewide. Additionally, it serves as a liaison among other agencies, encourages networking at the local, regional and state levels, and promotes for service development in local areas.

For more information, contact:

Betty A. Scott, Literacy Contact
R.A. Gray Building
500 S. Bronough St.
Tallahassee, Fl 32399-0250
(904) 487-2651

State and National Support Services, cont.

Correctional Education School Authorities and VISTA Literacy Program (CESA)

CESA was created in 1986 by the Florida Legislature with the intent of meeting the educational needs of prison inmates, including those who were not functionally literate. VISTA serves within the correctional institutions to continue the promotion of literacy. For more information, contact:

Florida Department of Corrections
1311 Winewood Blvd.
Tallahassee, Fl 32399-2500

Florida Reading Association (FRA)

FRA is the Florida affiliate of IRA, the International Reading Association, whose goals are to improve literacy so that reading is a lifelong habit. For more information, contact:

PO Box 149423
Orlando, Fl 32814-9423
(407) 292-8218

NIF Literacy Programs

The National Issues Forum (NIF) is a design for public discussion that encourages citizenship and clearer understanding of public policy issues. Three topics per year related to the pros and cons of choices made are included in books designed for use with classroom instruction. The NIF Literacy Program is presently used in Adult Basic Education, GED, literacy, and correction programs in twenty (20) states. For more information, contact: Florida Literacy Coalition at (407) 246-7110

State and National Support Services, cont.

US Department of Education

The Office of Vocational and Adult Education (OVAE) administers The Adult Education for the Homeless Program to states to provide basic skills and literacy training. For more information, contact:

Education Specialist
(202) 205-5499

The Workplace Literacy Program assists states in providing training to workers to promote new employment, to retain current jobs, and to improve their career status and productivity. For more information, contact:

Education Program Specialist
(202) 205-9872

Division of Adult Education and Literacy
Office of Vocational and Adult Education
Washington, DC 20202-7240

ACE of Florida, Inc.

This non-profit professional association assists in providing training for volunteers and practitioners in the field of adult and community education. For more information, contact:

ACE of Florida, Inc.
912 Martin Luther King, Jr. Blvd.
Tallahassee, Fl 32301
(904) 222-2233 Fax (904) 224-3892

State and National Support Services, cont.

Florida ACENET @ Institute for the Development and Enhancement of Adult Learning (IDEAL)

IDEAL is a training and testing site for the development and enhancement of adult learning. Technology developments, methodology, assessments, multicultural issues, exemplary projects, and facilitative strategies are a few examples of services available through IDEAL. For more information, contact:

IDEAL @ Florida Atlantic University
777 Glades Road, Bldg. 47, Room 245
Boca Raton, Fl 33431
(561) 297-2346 fax (561) 297-2345
Internet: http://www.fau.edu/divdept/coe/ideal.htm
Bryanv@fau.campus.mci.net

Florida Center for Community Education

This center provides resource materials, designs adult education training curricula, and offers training and technical support to adult and community educators. For more information, contact:

UF Center for Community Education
2423 Norman Hall
Gainesville, Fl 32611
(904) 392-0623 Suncom: 622-0623 fax: (904) 392-0038

State and National Support Services, cont.

Family Literacy Programs

Family Literacy Programs, such as Even Start, are federally funded projects which are designed to approach literacy through considering the family as a unit.

Three factors guide Even Start's approach. The program must combine:

- early childhood education
- adult literacy
- parenting education

The goal is to help educate the parents so they may become their children's first teacher. Specific criteria are outlined to determine eligibility of both parents and children. Because it is a ***family*** literacy approach, both parent and child must be co-enrolled to participate in the program.

While many Even Start programs are home-based, others are centered at a site, with home visits as part of the monthly activities. Parents in the program are encouraged to be self-directed, to set attainable goals for themselves, and to engage in cooperative teamwork.

Collaborative efforts among agencies are also required in the federal guidelines for Even Start Programs. Programs expect to reach all available community resources which potentially can assist in providing a holistic, family-based education for Even Start participants.

State and National Support Services, cont.

Finding Literacy Resources on the Internet

As in all internet postings, these addresses may change. Listed addresses were correct as of the date of this last revision.

The National Institute for Literacy
Provides access to a number of databases, grant information, calendars and on-line discussions.
URL: http://novel.nifl.gov

National Center on Adult Literacy
Distributes research reports, newsletters, and other information resources prepared nu the National Center on Adult Literacy.
URL: http://litserver.literacy.upenn.edu

U.S. Department of Education
URL: http://www.ed.gov

Ask ERIC Educational Resource Information Center
General educational information center than can be searched.
URL: http://eryx.syr.edu/Main.html

Steps to Effective Discussions

Effective discussions require preliminary planning. Attention to the following is paramount:

- Inclusion of topics and themes which are controversial in nature so that numerous interpretations and opinions may be expressed.
- Sharing of the material under discussion with participants prior to commencement of the discussion for clarity of the topics/issue at hand.
- Agreement among members of the rules which will guide the session.
- Selection of a group size between ten to twenty participants.
- Knowledge of participants backgrounds and experiences so the facilitator may assist in personalizing the discussion topics for students. This will enhance their ability to connect their own experiences with broader themes that emerge from the discussion sessions.

Acceptance that inherent in any discussion are underpinnings of feelings and emotions. Awareness that the most educational discussions are not those which necessarily leave the participants feeling "comfortable." Pain, fear, challenge, excitement, frustration, and self-scrutiny are all key words that often identify the feelings of participants. Such feelings are beneficial, because they often create dissonance or a feeling of uncomfortableness with the "status quo" of ones' present thinking or attitude. This may lead to the participants questioning their long-held beliefs, which often results in more critical and reflective thinking on their part. When members strive to attain closure on thought-provoking discussion questions, and when they make connections between their lives and topics discussed, then they are growing educationally and holistically.

Learning Contracts

Five specific traits of learning contracts include:

1. Learning objectives (What is the student to learn?)

2. Learning resources and strategies (How will the student do this?)

3. Target Date (By what date will the student achieve the objective?)

4. Evidence of Achieving goal (How will the student show that learning has occurred?)

5. Evaluation of learning (How will the student be judged to determine mastery, and who will participate in this evaluation?)

The following form categorizes the above five traits into columns, and represents a typical "learning contract" format.

Learning Contracts

Learner_____Learning Experience_____

Learning Objectives (What are you going to learn?)	Learning Resources and Strategies (How are you going to learn it?)	Target Date	Evidence of Accomplishment (How are you going to demonstrate that you have learned it?)	Evaluation of the Learning (What are the criteria on which you will judge that your learning efforts have been successful and who will be involved in the judging process

Source: Galbraith, M.W. and Zelenak, B.S. (1991). In Michael Galbraith (ed.) Facilitating Adult Learning (p.115). Malabar, FL: Krieger Publishing Company.

Mentoring

Teachers who are perceived as "mentors" view their role in relation to the student (the protégé) as one of promoting student growth by aligning themselves in a harmonious relation with the students present level of involvement. They do not "push" or "pull" their students, but rather strive to understand where they presently are and assess how to promote their continued growth. This is attained through supporting, challenging and visioning roles belonging to the mentor.

The supporting role develops trust so that the relationship can evolve. The student comes to feel the mentor's acceptance, even when old habits or ways of doing things creep in to the protégé's style. Mentors use active listening as a primary tool to gain students' confidence and trust. Once trust is secure, the mentor may provide the following guidance for protégé's:

- **Structure** - The amount provided depends on the degree of autonomy already attained by the student. Consequently, some students need more than others; however, the goal is to assist them in becoming self-directed learners.

- **Encouragement** - The mentor promotes growth using positive affirmations

- **Openness** - Self-disclosure personalizes the relationship. When mentors are honest and open, protégé's usually choose to be more open, not only about themselves, but also toward new learning experiences.

Mentoring cont'd

The challenging role invites the learner to enter new territories by questioning the status quo. Doing so provides the student with new glasses with which to view the world. Steps to attain benefits from challenging protégé's include:

1. Set tasks that are knowledge based, promoting critical reflection.

2. Provide for discussion - Discussion prompted by proper questioning techniques. Aid students to see both sides of an issue.

3. Encourage "simulation" thinking. Provide "what if" scenarios for students to stimulate their imaginations.

4. Set high expectations for students, and encourage them to do so for themselves.

Another function of the mentor is to assist students in clarifying their own visions. The following techniques are strategies for promoting vision awareness in students:

- Model curiosity for learning. Be a life-long learner yourself

- Use language which represents the relativity of circumstances, "facts", etc. "Always," "good", "bad", etc. are terms often used by adult learners. Less "terminal" language as used by the mentor will encourage less extreme, more balanced approaches to daily thinking and living.

- Provide a mirror for students to abet them in attaining clarity on how they project themselves. Expand their perspectives and broaden their world view by sharing alternative visions, which ultimately will influence there own projections.

Facilitating the Case Method

The core of the case study method is learning from and through one's experiences. Case method is a type of instruction which is centered around real-life examples. The approach may be implemented through several adaptations, including courses which are self-paced, through written materials, and as computer-based simulations. When done as computer-based simulations, the student is able to explain reality without paying the consequences for the make-believe scenarios. The student gleans new knowledge in: problem-solving, decision-making, reflective practice, integrative thinking, and observation. Teachers, however must ensure that students realize the difference between computer simulations and study simulations of real life situations.

Normally the case method includes three related parts: a case study or report, a case analysis, and a case discussion. Often the discussion is supplemental with a written report prepared by the students. Each of these parts is non explored.

I. CASE REPORT

Although the classic case study (or report) is designed around an actual situation, various alterations of this design are possible. The classic design, however, permits the ideal setting for learners to evaluate their own understanding about the case and their own processes in decision-making. Classic case records include true, rich descriptions of complex problems and the steps taken to resolve them.

Case reports include several components:

- facts related to the problem itself;
- the context of the setting (the organization, the community);
- the traits of the people in the case.

Facilitating the Case Method cont'd

Central to the case study is a dilemma about which the sundry participants in the case view differently. These divergent views are intended to prompt students to analyze the parts of the problem and in so doing consider alternative solutions to solving it. Furthermore, as they reflect on the steps in problem-solving, they also must consider the consequences of implementation for the various approaches.

The case study "problem" needs to be significant to the learners. It must consider their interests and their experience levels. Usually the case report is factual, however, those opinions/beliefs of the people involved in the case are included. Specific details related to the case scenario are included. the purpose of the case study actually is to present a real life situation where opposing perceptions exist. Although the case report has a solution to the problem, this is not given to the students until they have analyzed the situation and drawn their own conclusions

II. Case Analysis

The case analysis entails looking for clues to assist in defining underlying problems and principals within the case, and then employing these to reach an understanding of the situation. Idle speculation is to be avoided. An effective analysis is grounded in specific facts.

The analysis of the case may be conducted in different ways. Often guideline questions are included for the students to assist them in conducting the analysis. Students may analyze the case alone or together, before class starts. However, class time needs to be included for the students to work in groups for brainstorming purposes.

Facilitating the Case Method, cont'd

III. Case Discussion

The Socratic method of probing critically for both multi-perspectives and underlying assumptions is at the heart of the case discussion. In law, this is usually a dialogue between two people, however research indicates that groups may attain comparable results.

Students will likely need facilitation to:

- stay in track in their conversation;
- include all participants in the task;
- examine skillfully the components of the case.

Facilitators must also assist students in:

- developing guidelines for making decisions and for problem solving;
- providing instructions for independent activities;
- managing the groups' discussion to promote proper analysis of the case.

The purpose of case discussion is to stimulate reality. The art of case discussion requires that the leader assist the group in reaching a broad consensus of the problem. They must ferret out the multiple perspectives of various stableholders, determine the problem and consider different solutions to the problem. However, in the discussion, a final decision is not usually reached. After students have completed this process, they then look at the real case: its formulation, as it was analyzed, solved, and (if possible to determine) the consequence of that decision.

Other learning activities may stem from case discussions. For example, a panel discussion may be employed as a method to present findings in the cases. Students may role play, devising "solutions" to the case and let other

Facilitating the Case Method, cont'd

classmates give feedback. Writing skills may be enhanced when students write their analyses.

Case studies are an excellent tool to orient students to the real world of work, organizations, and the community. The method is often employed to teach literacy and vocational skills. They may be effective with students of almost any ability level.

Various adaptations of the case method are utilized in educational settings. The **Adkins Life Skills Program** (1985) is video based case material which explores social and personal needs of students instead of professional development. The stages addressed to employ this program are:

Stimulus Stage: View video that, for example, presents dilemmas which one who is socially disadvantaged may have experienced.

Evocation Stage: Discuss the problems represented in the video and relate them to one's own life experiences.

Objective Stage: Probe deeply into the problem and consider possible decisions as they relate to the learners experiences.

Application Stage: Act to accomplish their decisions.

For a look at the most recent Section 353 abstracts and Exemplary programs, please point your web browser to http://www.fau.edu/divdept/coe/acenet/acenet.htm

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You Are Still A Parent

This project was developed by Adult and Community Education personnel from the District School Board of **Pasco County** to address the needs of inmates and their families, specifically in the areas of **literacy and parenting skills**. The project is partially in response to a survey conducted by the Pasco County Sheriff's Office, which revealed alarming statistics regarding alcohol, drug abuse, illiteracy and unemployment among those incarcerated.

The program, being implemented at the Pasco Detention Center and the New Port Richey County Jail, has designed **workshops** to improve literacy and parenting skills for inmates, and includes a system of organizing **support groups** comprised of inmates and their family members to strengthen the literacy and parenting taking place. This program gives inmates a chance to enhance the quality of their lives, as well as the lives of their family members.

An **initial TABE** is administered to all inmates to determine their present educational level. Subsequent **evaluation** comes in the form of participant evaluations, work samples, and detailed logs published on a monthly basis. The workshops take place at the detention centers for the inmates and at local public schools for the families. Further **assessment** takes place throughout the process and includes a detailed record of the inmates' progress. The eventual **goal** once the process is completed is to create a Model Project Dissemination Manual.

Personnel consists of a Supervisor of Adult and Community Education to oversee the project, a Literacy Coordinator to monitor project activities, and a Parent Outreach Educator to assist with recruitment of support group members, home visits and developing a client database system. The Pasco County Sheriff's Office staff is also involved in the planning, scheduling, and conducting of workshops.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

ADULT ESOL CURRICULUM PROJECT

The **Martin County School District** Adult ESOL Curriculum Project is targeted toward **educationally disadvantaged adults, undereducated adults, minorities, immigrants, migrant farmworkers and LEP adults.** The field test area for this project was the Indiantown Adult Learning Center. The proposed ESOL curriculum is unique in its **multi-level, multi-faceted** approach. It accelerates the rate of learning language and literacy skills and provides daily survival skills for local culture. The curriculum is adaptable to any school district or community. The students improved English language competence which facilitates coping skills, computing and solving problems, cultural adaptation and successfully meeting requirements for U.S. citizenship.

This program is designed to utilize a project coordinator, curriculum writers and a lab supervisor to perform research, development, implementation, evaluation and dissemination activities. Appropriate technology is needed to develop multi-level, multi-media curriculum and reinforce desired learning outcomes. An adequate supply of consumable curriculum materials are required to field test curriculum appropriately. The **curriculum** consists of **seven levels** that effectively addresses learning styles, employability competency and survival skills necessary for successful mainstreaming of ESOL students. **New entry and exit testing instruments** will be implemented and available at completion of project..

This program is ideal for helping these people in the shortest time possible (due to the nature of their work) so they can be mainstreamed into society as productive, contributing assets. It is the **goal** of this project to serve as a model for ESOL programs throughout Florida.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Section 353 Abstracts, 1995-96, continued

PERFORMANCE THAT MEETS EXPECTATIONS

This project was developed by **Adult and Community Educators of Florida, Inc.**, to facilitate the development, assessment and delivery of a statewide outcome based Adult Education program model. By utilizing this approach, adult educators have the opportunity to effectively demonstrate how vital adult education programs are to the well being of Florida's economic growth and stability. In the past, there has not been enough concrete evidence to realistically evaluate these programs.

The Adult Education delivery system has historically been patterned after the K-12 program with some attempts to provide modification to address adult student needs. Progress of the adult student has been difficult to document effectively. Recently documented community, state and national needs research has indicated that decision makers who fund and support adult education programs require more concrete evidence of "what positive effects" the program is having. While the overall goal of reducing illiteracy and preparing adults to become productive community members is still relevant, reporting the outcomes adult students attain is now crucial.

Performance That Meets Expectations comprehensively addresses this issue through meeting the following **goals**: **1)** providing training workshops for adult educators and community members in areas with high rates of illiteracy; **2)** developing a state-wide marketing plan to demonstrate how outcomes positively impact on Florida's growth and stability; **3)** facilitating five outcome-based models in community colleges and school systems; **4)** assessing and recommending the appropriate approach and technology; and **5)** effectively delivering outcome-based adult education programs.

Additional infomation is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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CBAE/CBABE/Self-Server/PBAE Development and Training Project

Brevard County has been the leader in competency-based curriculum development and training since 1985. The goal of this program is to meet the statewide demand to continually update the CBAE curriculum to remain in compliance with the State Course Code Directory. Because of the SCANS Report, Blueprint 2000, and emerging state curriculum frameworks, the need exists to develop performance-based high school curriculum, alternative assessment methods, and professional training. The outcome of this project will result in courseware and software available statewide. The trainings will provide professionals with the knowledge they will need to carry out the program.

This project was developed by the **School Board of Brevard County** in response to the need for comprehensive, affordable technology in adult education. The **goal** is to develop GED courses in math and writing and to train locally and in Target Service Improvement Clusters on CBAE curriculum and the Self-Server System. By supporting a consortium between Florida IDEAL and Brevard County Adult Education, a multi-media lab will be available to field test educational software. The Brevard County School Board and the Pinellas County Schools and Community Education will provide the necessary **resources** to carry out this project's objectives.

Additional information is available from tha Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information

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TLC- TEACHING, LEARNING, AND COACHING: A Site-Based Teacher Training Project

This project was developed by the **School Board of Broward County** to provide a site-based innovative teacher-training model **to meet the needs of Broward's 1,230 adult education teachers** and to train coaches to research, model, and ensure that ABE and ESOL teachers have the necessary skills to serve adult students who lack basic and functional literacy skills. **Staff development** is the most promising route to the improvement of instruction. Participants include full-time adult educators, minority adult educators, educators of adults with limited English proficiency, adults with disabilities, the disadvantaged, minorities, and family literacy groups. **Teachers whose students score 8.9 or below on the TABE test are the target group for this training initiative.**

The **primary goal** of this project is to improve the delivery of services to students enrolled in ABE classes. This goal can be accomplished by effectively addressing the needs of students with learning differences, integrating high technology in the classroom and through collegial learning opportunities. This innovative model establishes a staff of trained educators who will serve as on-site resources and provide time for meaningful reflection, discussion, research, and training. **Research** shows that teachers learn new methods best by seeing those methods used in a classroom, designing their own learning experiences, trying out new techniques, getting feedback, and observing and talking with fellow teachers. **This innovative adult education model can be replicated statewide and nationally, improving the quality and delivery of services to adult learners striving for literacy.** The **program's effectiveness** will be measured by qualitative and quantitative data, for example, quarterly reports as well as participant dialogue journals and student assessment portfolios.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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PROJECT RECOVERY

The purpose of Project Recovery developed by **Citrus County Schools** is to re-enroll **disadvantaged adult dropouts with disabilities** and provide them with an educational plan and services that result in a **GED** or Special Diploma Option 2. Project Recovery utilizes surveys for students meeting the above criteria to determine why they dropped out of school and identify alternative ways of serving these students' unique needs for returning to school to complete high school with skills that prepare them for the work force. A model for serving these students will be developed using the survey data. The **model can be used statewide or beyond to serve this population**. Teachers, guidance counselors, and administrators will be trained in delivering appropriate services and delivery methods. The field test area will utilize three high schools, Withlacoochee Technical Institute, and Citrus Resource for Exceptional Student Transition (CREST).

Data for Citrus County **over a five year period** from 1986-1991 indicate that 22.7% of disabled exiters dropped out of school. Based on the 1992-1993 Post-School Outcome Data, the dropout rate had increased to 47%. Recent data indicates similar dropout rates. The Department of Education has identified drop-out retrieval activities as educational programs which identify and motivate students who have decided to return to school to obtain a high school diploma or equivalent. The "Statewide Dropout Prevention Database: What's Happening in Florida (1994)" confirmed that only 36% of school districts reported dropout retrieval activities. No data on re-entry was available. The **priorities of Project Recovery** include developing outreach educational services for adults with disabilities who have dropped out or withdrawn due to lack of attendance. Creative outreach services such as flexible hours, home-based instruction , computer instruction, transportation, and work experience are provided through workplace education, dissemination of the recovery model, developing a plan for staff training, and using technology to meet these priorities. Project effectiveness is determined by successfully recruiting through a student's needs assessment, retraining, and improving the literacy skills of those considered undereducated.

Both **summative and formative evaluation methods** are an integral part of this project. The summative include documentation of identified dropouts, survey results, model development, produced and distributed brochure, IEPs, services provided and program completers maintained in project files by the project coordinator. The formative is documentation of evaluations of all appropriate activities (re-enrollment meetings, inservice training, weekly progress meetings with students, etc.) to determine success and student satisfaction maintained in project files.

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PROJECT CATE: Computer Assisted Training for ESOL

Project CATE was developed by **Dade County Public Schools** in effort to help meet the primary goal of Florida's adult education program, which is to reduce illiteracy and undereducation among adults in Florida. The project provides an important means of expanding and improving upon the current system for delivering adult education services to **undereducated and educationally disadvantaged adults**. Its primary target group is LEP adults in Dade County. It seeks to meet the needs of this target group by training adult teachers in the use of technology for ESOL instruction, therefore addressing State and national priorities.

The **goals of this project** are to **1)** identify and test software programs for adult ESOL instruction, **2)** train 120 ESOL teachers in the application of computer-assisted instruction for adult students and **3)** evaluate effectiveness of training and disseminate findings and results of the project among all Dade County Public Schools (DCPS) adult ESOL teachers. Project CATE constitutes a natural evolution from previous efforts to train teachers and improve instruction. It recognizes the widespread and rapid adoption of computer-assisted instruction into all levels of education and seeks to draw teachers and adult students into the numerous benefits that have been proven through research.

The **computer software programs** to be **identified and tested by Project CATE** can provide vocabulary and spelling drills, identify errors in writing , reproduce student speech and pronunciation, help correct student errors in written grammar and spelling, assess individual and group progress, and provide many other instructional tasks which traditional classroom methods cannot address. The project will assess the potential of existing computer software for increasing the rate of second language acquisition, individualizing instruction to meet learner needs, and reducing the degree of reliance on traditional methods of instruction with large classes. Since many of the existing computer programs include the means for on-going assessment, the project will help to reduce the amount of time spent in classrooms on paper-and-pencil methods. The **intentional outcome of Project CATE is to disseminate the findings and results among all DCPS teachers by means of written reports, meetings of the DCAASE Advisory Council, and participation in professional workshops and conferences**.

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SCARED WRITE PROJECT

Scared Write, submitted by the **Department of Corrections** is an Adult Education whole.language project for **incarcerated adults.** Upon admission, 72.3% of Florida inmates who were given basic literacy tests scored below the ninth grade level. The **primary goal** of this project is to reduce illiteracy and undereducation among incarcerated adults. The achievement of this goal is made possible by providing opportunities for students to read, write, compute and solve problems, individually as well as collectively, at levels of proficiency necessary to function on the job and in society. A **secondary goal** is to improve skills and competencies related to prose, document and quantitative literacy skills. Inmates will improve reading, writing and critical thinking skills by hands-on experience at all levels of publishing including writing, editing, and layout. It is anticipated that inmates will gain both self-esteem and confidence from becoming published writers. It is also anticipated that law enforcement and educators will have an additional tool for dealing with at-risk youth.

These are the **objectives** designed to ensure success of the project. The project director and students will produce a high quality book of inmate writings designed primarily for youthful offenders and junior high as well as high school students. The level of group interaction and problem solving strategies during editing and lay-out sessions by students will be evaluated by the project director and education supervisors at the Institution. A tape recorder will be used for documentation of interaction as well as direct observation by the project director which will be kept in a journal. Documentation will be submitted with quarterly and end-of-year reports. The final measurement of the groups' success is a book that is approved by CESA, meets all timelines and is printed on schedule. The Sheriffs Youth Resources Departments will receive inmate books to use and evaluate. They will be required to do a survey which will be attached to the end-of-year report. In addition, each book will have the address of the class who wrote the stories so readers can write back to the authors giving feedback. These will also be included in the end-of-year report. As more teachers are introduced to the project and its possibilities, they will begin to make a difference in the educational activities they provide to undereducated inmates. Teacher training is a vital part of this continuation process. The Scared Write Program will have the distinction of bringing together, in a cooperative effort, The Department of Corrections, The Department of Education, and the Correctional Education School Authority. Its' continuation and growth will serve as an excellent example of cooperation among State and possibly federall agencies.

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WHOLE LANGUAGE LINKS TO ADULT LITERACY

Whole Language Links to Adult Literacy was developed in **Dade County**. The **target population** of this project is **part-time ABE educators**. The **need** for this project is documented by examining the statistics from Dade County Public Schools Adult Education Program and the results of a March 1995 survey of ABE teachers and administrators. Statistics indicate that 1.2% of these teachers were certified in reading, 11.6% were certified in elementary education, .6% were certified in English and 86.5% were certified in other areas. In the March 1995 survey , 87% of respondents indicated that they were interested in participating in training that addresses the most effective strategies for teaching reading. Additional data indicate that only 2% of respondents were members of a professional reading association. A survey of administrators indicated that 100% of respondents indicated that their ABE teachers needed training in reading and that they would encourage their teachers to participate in such training.

Dade County currently employs 646 part-time teachers to provide instruction in the ABE program. Teachers in all ABE classes need to know reading strategies that will help their students understand and retain the information they are trying to gain. **Training in the whole language approach to literacy**, the **goal** of this project, will provide these teachers with the skills and knowledge to effectively teach their students these strategies. A **secondary goal** is to enhance the development of 50% workshop attendances by providing for their attendance at the Florida Reading Association Conference. This project addresses the following **national** and **state priorities**: training of teachers of adults to more effectively serve illiterate individuals with learning disabilities and individuals who read below the fifth grade level and provision of educational services to adults who are functioning at the fifth grade and below. Today's training requires an **integrated approach** addressing all four language modes-- **reading, writing, listening, and speaking**. These literacy skills may then be integrated across the content areas. By addressing curriculum in this fashion, students will grow in self-esteem, decision making, goal setting, and critical thinking. Workshops will be conducted using hands-on, interactive experiences in the four language modes.

Teachers will keep journals of their learnings, use their newly gained knowledge in their classrooms, learn to observe their students, respond to their observations and learnings, and share their responses with each other. Additionally, they will read and respond to professional literature and examine current materials which may be used in their classrooms. It is hoped that this project design, which showcases interactive and reflective learning, will have state and national significance.

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Evelyn B. Martin Center for Community Education

The primary goal of the second phase of this proposal is to enable the Evelyn B. Martin Center for Community Education at **Florida A & M University** to continue to assist the Bureau of Adult and Community Education in its mission to reduce illiteracy and undereducation among adults in Florida. Specifically, the proposed project is designed to improve Family/Intergenerational Literacy among the adults in Florida's Big Bend and Panhandle Region

Many of the counties in the Florida's Big Bend and Panhandle region are "poor and disadvantaged." Eight of them have been recognized by BACE members of Targeted Service Improvement Clusters 1 & 2. Out of the region's 1.125 million people, 836,000 are over the age of 18. In this age group, 215,000 lack a GED or high school diploma. The available data indicates that the local educational agencies are serving barely 12% of the population in need. One main reason why such a high percentage (25%) of the adult population remains undereducated is because there exists an intergenerational literacy problem, particularly among poor and disadvantaged.

The Evelyn B. Martin Center's **objectives** are to **1)** provide assistance and financial support to the first annual Southeastern Conference on Literacy, sponsored by the Literacy Volunteers of America, **2)** provide assistance and financial support to the annual ACE of Florida Conference, which addresses literacy concerns, **3)** host an annual fall regional workshop, focusing on literacy for adult and community education practitioners and volunteers, **4)** develop curriculum to adult/community practitioners in techniques and strategies for recruitment/retention of program participants, **5)** provide training for adult/community education practitioners in techniques and stategies for recruitment/retention of program participants, **6)** host an annual spring workshop "Fostering Partnerships and Alliances in Education," **7)** continue to publish and disseminate the Center's newsletter, *EXCEL*, **8)** recruit literacy volunteers, in the Pensacola Bay area through the local FAMU alumni chapter, to become involved with Literacy Volunteers of America, **9)** provide travel and registration fees for Center staff to attend the American Association of Adult & Community Educators' Conference.

The project will be divided into four phases: 1) orientation and introduction, 2) participatory goal-setting, 3) implementation of the project, and 4) evaluation.

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DOE Fellows Program (Florida A&M University)

Recognition of "pockets of illiteracy" led to the DOE-sponsored formation of Target Service Improvement clusters (TSIC) to address the literacy needs and opportunities found in Florida's communities. FAMU is host to the administrative center of TSIC One. A link connects the practice/methodological needs of graduate students in Adult Education Administration with support of the Literacy Action Pioneers Project. It is anticipated that 25% of graduate students will participate in assisting in the design and assessment of individualized learning strategies, compile data, and establish student portfolios. The DOE Fellows Program actively recruits minority and rural adult leaders who will impact on their immediate communities. The program in Adult Education Administration appeals to both traditional and non-traditional graduate students who will lead the state in addressing problems of illiteracy. This is the third and final year of the three- year project.

The project's major **goal** is to prepare and empower additional leaders in adult education to create and administer programs to combat illiteracy throughout the state of Florida, with particular emphasis on recruitment of minority and rural adults. This will be accomplished through an accelerated one-year master's program. The **objectives** are to **1)** enhance the flexibility scheduled master's program with additional field and distance learning opportunities, **2)** unite the University, the off-campus program and the surrounding communities in the serving of undereducated adult populations, and **3)** insure broader participation of minority and rural adults in the leadership of education.

A study will be undertaken in spring 1996 to answer these questions: How critical are "hands-on" field experiences for aspiring administrators for adult education? To what extent does cohort progression aid in retention and success of adult students? Can flexibly scheduled graduate programs in adult education administration maintain and/or exceed rigor associated with the traditional semester model? Focus groups of former graduates will be invited to participate. Permission will be asked to videotape sessions. **Dissemination** of findings will be via national, state and regional professional meetings and conferences. Personal appearances will be made by faculty and students when appropriate. Interim and annual reports will be made available to interested agencies. It is anticipated that the study will produce an article suitable for publication.

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PARENTS EDUCATING PARENTS (PEP)

Parents Educating Parents of **Florida A&M University** is directed at parents whose capacity to parent school-age children is compromised by the parents' educational deficiencies. The project addresses national and state priorities by targeting **educationally and economically disadvantaged adults**, reaching out to ethnic minorities and women, emphasizing development of language and literacy acquisition necessary to comprehend and meet institutional and family requirements. It is geared toward school readiness and retention, enhanced student performance and adult literacy. The project is **innovative** because it integrates adult and childhood education, self-improvement, and parenting , and is based on the knowledge that many parents' success in parenting can be learned by other parents through modeling. It introduces **non-traditional methods** and applies them to both traditional and non-traditional environments.

The main **teaching-learning techniques** utilize behavioral modeling, coaching, study circles, simulations and a process of systematic guidance and referral to traditional learning situations when such is justified. Material for learning will consist of realia so that what is learned can be readily applicable. PEP utilizes adult education and family literacy programs, local, state, and national child-care organizations and programs, Health and Rehabilitative Services Programs, local school-based programs and events that foster parent involvement, and university disciplinary programs such as psychology, adult education and counseling.

The **goal** of the project is to develop a sense of community and continuous collaboration among parents who learn successful parenting techniques and ideas from other parents and who develop a greater understanding of how to make critical parenting decisions. Participants will be involved in parenting education activities and will be assessed for educational deficiencies so they may be guided into additional programs and activities to raise their education levels and support parenting skills.

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ACENET at Florida IDEAL

The Institute for the Development and Enhancement of Adult Learning (IDEAL) housed at **Florida Atlantic University** (FAU) is committed to finding solutions for the new learning environments through advances in technology and the dissemination of exemplary and best practices programs. In 1986, leaders in Adult and Community Education in the state of Florida, under the direction of the Bureau of Adult and Community Education, created this service to enable educators to share information about programs and processes that were exceptional or that deserved both recognition and adoption statewide. This became known as the Florida Adult and Community Education Network Clearinghouse (ACENET).

The **goals** of ACENET at Florida IDEAL are to 1) maintain and monitor a database for exemplary projects from 1986 to the present and 353 training projects from 1989 to the present, 2) identify outreach activities that are of high priority to adult, community education and literacy administrators/teachers through surveys conducted, logs maintained, and materials requested, 3) identify the best practices available, 4) provide resource people and funding to address training/technical assistance needed at state conferences, regional workshops and districts, 5) disseminate information through abstracts, catalog of exemplary programs, electronic mailing, updates, etc, and 6) maintain an electronic library of curriculum materials.

ACENET at Florida IDEAL will also continue to produce several documents that enhance adoption of exemplary and best educational practices; provide technical assistance as needed, develop more formalized liasions with other state-wide serving agencies, organizations and groups; expand the present database; monitor and market exemplary projects, market exemplary projects and ACENET, and explore alternative funding sources for ACENET operation. The continuation of this project will assist local educational agencies (LEA's), community-based organizations (CBO's), Indian Tribes, correctional educational agencies, post-secondary educational institutions, and public/private nonprofit literacy organizations in conducting self-appraisals of their impact in "successfully recruiting, retaining, and improving the literacy skills of the individuals in such programs" and thus assist the Bureau of Adult and Community Education in addressing the National Literacy Act of 1991.

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TECHNOLOGY CONNECTIONS AT FLORIDA IDEAL

Advances in technology have redefined the concept of literacy for adults. Literacy includes use of technology in every day life as well as the ability to use the "3-R's". Advances in technology can address problems in adult education such as student recruitment and retention, turnover of staff, lack of instruments to measure program effectiveness and much more. Educational technology is needed to improve adult literacy programs.

The **goal** of **Florida IDEAL** is to assist adult, community, and literacy educators by finding solutions for the new learning environments created by today's technology. This will be accomplished by functioning in the following five key ways: 1) as a testing and state-of-the-art training site for technological developments and new methodologies which will enhance adult learning; 2) as a developmental site for computer-aided instruction and interactive technologies with distance-education formats; 3) as a dissemination site for low-cost, locally developed training that utilizes the best educational and multi-media practices; 4) as a provider of technical assistance for adult and community educators in areas such as strategic planning, collaborative efforts relative to Florida FOCUS, assessment systems/techniques, mentoring, multi-cultural communications, and innovative facilitating; and 5) as a production site for the Adult Education Section 353 Directory, Diagnostic and Prescriptive Instrument of Quality Indicators, Florida Directory of Adult and Community Resource Personnel and more.

Technology Connections by Florida IDEAL at FAU embraces the use of innovative methods, systems, materials, and programs which may have statewide and/or national significance, and assumes the responsibilities for the following through this grant proposal: Alpha testing of software; development of criteria for review of software and CAI, technical competence, and facility design; partnering agreements to develop needed products; electronic bulletin boards for advice/planning purposes; material dissemination by disks, CD-ROM, e-mail, etc.; exploration of internet resources for ABE/GED/ESOL; resource guides of technological expertise and products; statewide need assessments and "state-of-affairs" reports; production of electronic on-line services related to the development of interactive, multi-media training packages; creation of electronic assessment portfolios; and consortium and collaborative agreements based on a strategic technological network.

This project will be accomplished in these **six phases**: 1) Partnerships with vendors will be established. Criteria for software evaluation, technology competency, facility design, etc. will be developed or obtained, and initial testing for technology will begin at FAU IDEAL Technology laboratory using adult and community educators as reviewers. 2) Statewide needs assessments will

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culminate in technical guides for targeted areas or populations. Resource personnel throughout the state will be identified and "technology state-of-affairs" will be published. 3) Training for mentors/trainers at select adult and community education sites or workplace literacy sites by IDEAL at FAU labs.. Distance learning training will begin in conjunction with ACE of Florida, Florida Literacy Coalition, Florida FOCUS, and Florida Technology Conference. Information will be placed on-line dealing with quality indicators, resources available, etc. Instructional packages with various media and multi-media portfolios will be developed for adult and community education and literacy providers. 4) Technical assistance for the E-Mail-iteracy program will be disseminated to a broader audience. 5) A select site will come on-line as a satellite center with a multi-media lab to field test materials developed or rated by IDEAL with adult learners. Training sessions by IDEAL staff will occur at these locations through telecommunications or e-mail. Mentor/mentee training will be conducted and peer consultants will be trained regarding FIRN, Internet, Power Point, etc.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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Quality Professional Development (QPD) - Florida Community College at Jacksonville

Like other community colleges and school districts nationwide, **Florida Community College at Jacksonville** faces shrinking funds, a large percentage of adjunct (part-time) faculty and a highly diverse student population. These factors create a number of professional development challenges. Nearly 40% of applied technology and adult educators currently receive no in-service training. Less than 25% are highly satisfied with current offerings and opportunities according to "Applied Technology and Adult Education: Professional Development Needs for the 21st Century."

QPD is a three-year project designed to create, pilot, evaluate, and disseminate a model multi-media professional development training series that meets specific faculty needs while addressing the institution's financial and time constraints. The project will address Program Quality Indicator 9.0 by creating an ongoing faculty development process that focuses on the skills necessary to provide quality instruction, with opportunities for practice and systematic follow-up.

Within a three-year period, FCCJ hopes to create, pilot, evaluate, and disseminate an innovative multi-media professional development series of six 30-minute videos, and six audio tapes along with an interactive series workbook and facilitator guide for **adjunct instructors of ABE, GED, and Adult High School adult students**. This is the **three-year plan**: 1) **Year One-** Conduct a training needs assessment and use it to develop, pilot, evaluate and refine three core professional development series to 33 FCCJ adjunct faculty members. 2) **Year Two-** Develop, pilot, evaluate, and refine three instructional discipline-specific ABE, GED, and AHS) training sessions on "Effective Teaching Methods and Trends, Curriculum, and Assessment Models" and produce three 30-minute videos and three audio tapes with workbooks and facilitator guides. 3) **Year Three-** Pilot the multi-media materials as a self-study series, continue evaluation, broadly disseminate information and multi-media materials, and complete the summative evaluation.

All FCCJ adult studies faculty will be asked to participate in an up-front training needs assessment, and 33 adjuncts will be recruited to participate in pilot training sessions. Participants will receive earnings of $15 an hour to attend a total of four training sessions. Each will commit to 16 hours of training over the three years of the project, taking pre-tests and post-tests and completing self-evaluations after each session to assess the effectiveness of the training and its practical application in increasing student success. Student evaluations and the Student Success Tracking System (SSTS) will provide comparative data from the project's ultimate customer, the student.

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Student Success Tracking System (SSTS) Dissemination

Florida Community College at Jacksonville (FCCJ), with the collaboration of the ten state educational institutions and agencies that comprise the Student Success Tracking System, seeks to address the need for school improvement and accountability by disseminating its customized computer-based tracking system. SSTS addresses the literacy needs of Florida's **undereducated, disadvantaged, and other target adult learners** by providing an automated means of capturing and reporting data that can be used to improve student success, program responsiveness, and accountability. It will enable participating LEAs (Local Education Agencies) to move toward assessment based on performance and will help meet the need for measures of performance outcomes in adult education.

The **goal** of this project is to provide LEAs with an innovative and flexible tracking system that will promote program quality through effective planning and evaluation, and demonstrate the effectiveness of adult education programs. SSTS dissemination will enable participating LEAs to effectively capture and report on indicators of adult education program quality. Once an agency has input SSTS data for a complete term, it will be able to effortlessly produce reports on indicators such as educational gains and outcomes, student retention, recruitment, curriculum and instruction needed, and support services. Additionally, SSTS itself directly addresses program quality indicator 6.0, program planning and evaluation by providing for comprehensive student tracking and follow-up.

SSTS dissemination project **objectives** are to recruit and select Florida LEAs to implement the SSTS; promote the SSTS at State conferences; develop planning materials that will prepare agencies for successful implementation; keep the SSTS responsive to changes in State trends and issues related to adult education program accountability; enhance LEA staff and faculty SSTS training during and beyond the grant period by developing training videos; facilitate SSTS implementation by participating agencies; increase LEA administrators' buy-in; and facilitate national dissemination.

Additional information is available from the Florida Adult & Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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AGING/LITERACY INITIATIVES: A CALL TO ACTION

Florida sets the pace for the rest of the nation with its older population. Twenty-four percent of Florida's citizens are over the age of sixty. A 1994 Literacy Needs Assessment commissioned by the Florida Department of Education reported that over half a million of those over sixty have completed eight or *fewer* years of school. Research gathered in two previous demonstration grants has documented the need for more effective training of all individuals who work with older people. This project supports this need through coalition-building with aging and literacy providers and with staff development and training.

Through this project, the **Florida Council on Aging** hopes to form a coalition among Area Agencies on Aging (AAAS) in Florida to increase participation and retention rates of older persons in literacy and adult education programs. The challenge of this coalition would be to: 1) proclaim elder illiteracy a serious threat to the independence, sound physical and mental health, economic well-being and overall quality of life of older Floridians; 2) apply the entire range of state powers and functions to reduce illiteracy rates among the old; 3) encourage health and social service providers to assess literacy needs of older adults and assist with improving literacy skills; and 4) support local community efforts to increase literacy skills. This is the **goal** of Aging/Literacy Initiatives: A Call to Action.

The **focus** of this proposal is to expand outreach activities to disadvantaged adults who demonstrate basic skills at the 5th grade level or below and to those with disabilities through dissemination of exemplary programs and training of adult administrators/teachers. It is also to train persons engaged or preparing to engage in adult education, including full-time professional adult educators and training teachers of adults to more effectively serve these individuals.

The Florida Council on Aging is especially suited to implement this project. In addition to having successfully implemented three Florida Department of Education grant projects, FCOA also has experience in developing and implementing educational activities, workshops, and programs. To assess the effectiveness of the project in reaching the goals and objectives of the grant, progress will be evaluated utilizing a formative process as well as a qualitative formative evaluation to measure program completeness.

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CELEBRATING VOLUNTEERS IN LITERACY

The **Florida Literacy Coalition** serves a statewide network of over 200 literacy providers which include school districts, community colleges, universities, libraries, community-based volunteer literacy programs, and correctional facilities. *Celebrating Volunteers in Literacy* addresses the national education priorities for training persons engaged or preparing to engage in adult education. Teachers, administrators, part-time instructors, support staff and volunteers will develop their skills and the quality of their programs through the services and networking opportunities (including consultation, workshops, and resources) made possible through this project. The **primary goal** of this project, which is in its second year, is to reduce illiteracy and undereducation among adults in Florida.

The training of adult educators is critical to the delivery of quality adult education programs, which are designed to serve all of the populations targeted by both state and national priorities. The training workshops will advance the development of the literacy system as a whole by providing literacy practitioners with access to training. Through the five regional *Celebrating Volunteers in Literacy* workshops, the Florida Literacy Coalition will promote and foster a spirit of cooperation and collaboration among literacy providers to create innovative services and activities. Workshops are designed as an experimental model for the delivery of literacy instruction and staff development. It is intended to supplement traditional staff development methods and provide a flexible framework of options best suited to the specific needs of the literacy providers while meeting both state and national priorities.

Resources to provide staff development opportunities will expand and improve the current system for delivering adult education services to undereducated and/or educationally disadvantaged adults. The *Celebrating Volunteers in Literacy* workshops of 1994-1995 were well received and indicated the need for more localized training. The ultimate **goal** is to create a fully coordinated literacy training initiative.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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THE SURVIVAL SKILLS FOR MIGRANT FARMWORKERS PROJECT

Migrant farmworkers and their dependents encounter situations daily that demand some level of English language competency. Educators have traditionally had difficulty meeting that need. The demands of the migrant lifestyle and scarcity of materials with rural and agricultural themes retard progress in migrant education. Farmworkers are one the most disadvantaged groups in the country. The majority of this population in Florida is Latino. Most come from Mexico and Central America. In some groups only 1% may speak and/or read English fluently.

Materials for migrant farmworkers must be be contextually relevant and up to date to be useful. The goal of the *Survival Skills for Migrant Farmworkers* is to produce materials that are learner-centered, user-friendly, community-specific, and bilingual. The lessons will be based on the language needs indicated by the farmworkers themselves, their teachers, and public and private organizations with which they interact. The materials will be reviewed and field tested by English for Speakers of Other Languages (ESOL) practitioners. Revisions will be based on those reviews. ESOL teachers, administrators, and volunteer tutors will be trained on how to use the materials. Once produced, the materials will be distributed to groups serving migrant farmworkers for classroom use. The layout and format of the materials make them easily adaptable, so programs throughout the migrant stream will be able to utilize them.

The lessons will follow an icon-based table of contents for easy use by students. Vocabulary and grammatical structure will reflect urgently needed survival English competencies. Clear graphics and bilingual captions will aid in comprehension. Audio tapes will be available to help learners supplement classroom work with practice at home. The guiding principle in every stage of this project is that producers of ESOL material must be sensitive to the needs of rural, agricultural, migrant learners; aware of the dynamics of the migrant lifestyle; and alert to the implications those needs have for material development. The proposed outcome is to provide the most urgently needed survival English in a user-friendly format that is community-specific, bilingual, and has a rural, agricultural focus.

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Enhancement to Competency Based Curriculum: Year Three

The Florida State Board of Education mandates a competency based, open entry, open exit curriculum in the area of adult education. It is also mandated that adult education teach the same course frameworks as are taught in secondary education. The Hillsborough County Department of Adult and Community Education, whose instructional staff is almost entirely part-time and placed in centers throughout the county, realizes its obligation to provide both its instructional staff and students with materials that relate to the state frameworks. These materials should also be appropriate for use in an open entry, open exit, competency based type of delivery system.

The **purpose** of this proposed project is to provide training for targeted members of the instructional staff in the selection, use, evaluation,development, and production of competency based curricula including video tapes. The **target population** will be five carefully screened teachers from the adult education centers in Hillsborough County with the most capable applicants being selected for the program. These individuals will then meet over the next ten months for the purpose of addressing the goal to develop increased efficiency in the selection, use, evaluation, development, and production of competency based curricula including both written and video materials. Expert direction will be provided by consultants from Hillsborough Community College, local universities, and the private sector. Additional support will be provided from staff of the School Board of Hillsborough County. A local production facility will be used for video productions. During the past two years, this project concentrated on science, social studies, mathematics, and oral communications. The third and final year of this project will focus on critical thinking and writing skills.

All materials developed by this project will be field tested in the adult education centers and the results examined by administrative staff members. All project participants will be provided with an evaluation instrument on the quality and usability of the activities and instruction provided during periodic sessions. Project consultants will be evaluated by the participants in terms of their effectiveness and the extent to which they made meaningful contributions to the success of the project. Consultants will be requested to evaluate the extent to which the project met its targeted objectives and to evaluate the materials developed by the project participants. Major weaknesses identified will be made known to the proper administrative staff members who will develop procedures so that these weaknesses may be dealt with effectively.

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CROSSROADS CAFE: An Adult-Level Video Course to Teach English to Speakers of Other Languages

The 1990 U.S. Census revealed that 25.5 million adults speak a language other than English at home and 12 to 14 million adults have difficulty reading, writing, speaking, and understanding English. In Florida, census estimates show 17% of the population needing ESOL services. Unfortunately, existing ESOL courses can accommodate only 5-10% of people needing them. As a result, millions of intelligent motivated adults with limited abilities to speak, read and write English face several disadvantages in receiving education, competing for jobs, and otherwise participating in society. *Crossroads Cafe* will directly serve the needs of **limited English proficient adults** including instruction in cultural themes and life-skill topics, learning strategies, and language skills. Telecommunications-based materials will increase student access to ESOL instruction by eliminating common barriers like class space, transportation, and child care. The delivery system, television, is perceived as patient and non-threatening. In an unprecedented collaboration, Intelecom, the state of Florida, and other states with large populations of limited English speakers will join professional and financial resources to produce this program.

The *Crossroads Cafe* project specifically addresses the priorities of the Adult Education Act by providing direct instruction and support to adults with limited proficiency in speaking, reading, writing, and understanding English. In addition, because *Crossroads Cafe* will be available through broadcast television and other distance learning technologies, the state of Florida will be able to use the project materials to provide ESOL instruction to large numbers of disadvantaged adults (immigrants, minorities, physically disabled, chronically unemployed, incarcerated or homeless). Florida will also be able to use the project as an in-service tool to assist in training those in the adult education field.

Crossroads Cafe will result in the creation of **network-quality video programs** and closely **integrated multi-level worktexts, photo novellas, and teacher materials** for use in all of Florida's ESOL programs.

The project materials will have broad applicability in ESOL programs throughout the state of Florida and the nation. Because prominent Florida ESOL leaders have assisted in creating *Crossroads Cafe*, it directly addresses the needs of Florida's limited English proficient adult population. Its unique format, which combines dramatic action with short, electronically sophisticated segments, draws upon the latest in video production and post-production techniques. Initially, the video will be distributed in the highly accessible broadcast and cassette format, and then the programs will be mastered on digital technology which will allow future development of CD-ROM and other multi-media versions.

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The close partnership between Intelecom, the National Leadership Council, and the National Academic Council, has resulted in a **project format** that artfully maximizes the instructional benefits of video and print. Each of the 26 lessons incorporates a specific cultural theme, such as "Time is Money," "Let the Buyer Beware," and "Budgeting," while instructing learners in atleast one language function, reading and/or writing skill, documentary/culture theme, and learning strategy.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for aditional resources or information.

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Developing the New Curriculum for Adults with Disabilities and the Activities Manual

Historically, providing educational services for adults with disabilities was not a priority in most school districts. With the passage of the Zollie Maynard Education for Handicapped Adults Act, a major step was taken to place emphasis on the educational opportunities for **adults with disabilities (AD)**. This law establishes educational programs in categories of adult literacy, adult general education, and vocational, supplemental and job preparatory and encourages adults with disabilities to improve and increase daily living and academic skills and economic independence.

Since 1982, **Leon County Schools** has been serving a growing number of these adults as well as other districts throughout the state. Educational services are varied and specialized depending on the disabilities of the students in a particular class. Leon County developed and is using "Curriculum for Students with Special Needs" along with the "Activities for Students with Special Needs" manual. These must now be revised and updated in order to meet the needs of the students and the goals set forth on a national, state, and local level.

The **goal** of this project is to provide an *Adults with Disabilities program* curriculum statewide, that will be the foundation for meeting the many varied educational needs of the students and provide training and technical assistance on a local, regional, and state level for teachers and administrators. The **objectives** are: **1)** that the existing and widely used curriculum/activities manual will be revised, updated and correlated with the DOE ABE Performance Standards with special emphasis on functional skills; **2)** to develop an automated performance standards reporting form and pilot use in the Leon County AD Program; **3)** that a training component, using the curriculum/activities manual, will be developed and field tested with Leon County AD teachers; **4)** to provide training for teachers and administrators at state conferences and locally; and **5)** to disseminate the curriculum manual and staff training component to adult education directors in all Florida School Districts.

The revision of this curriculum will insure that AD students have programs that are innovative and meet current needs. The ease and practical application of the curriculum, the many ideas for educational activities, and the built-in program accountability feature will result in a curriculum that can readily be used on a local, state, and national level.

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Florida Automated Student Performance Standards System (FASPS)
(Leon County School District)

With the approach of Florida's new plan for school improvement and accountability, increasing emphasis will be placed on **measurable student outcomes**. Not only will this require individual schools to access baseline data for their student population, it will require schools to analyze such data from year to year in order to develop plans for school improvement. In adult education, easily retrievable data on student performance, grouped by class and district-wide, is often difficult to obtain since adult education is voluntary and students come and go. Standardized tests are not the best measures of student performance but there is a need to analyze and report what students have learned. There may be other ways to measure student performance which are correlated to student outcomes. These may be considered as genuine measures to be used in planning for school improvement and reporting accountability.

The **goal** of this project is to establish and promote the collection of complete data on continuous student performance in relation to reporting for and developing School Improvement Plans to meet the objectives established in Blueprint 2000. Administrator and teacher training are essential parts of this project. The training will include promotion of technology for teachers and administrators through use of an automated student data collection system. The FSPS computer program is a system of reporting total student progress/attainment of student performance standards and allows for information on any Florida student, school or county to be reported on NCS scan forms or put into the computer by hand.

This project will address the program goals of providing instructional programs to the adult population lacking basic and functional literacy skills and serving any of the adult populations outlined as target groups in Florida's adult education program, most specifically **educationally disadvantaged adults, adults with disabilities and limited English proficient adults**. Since a part of providing instruction to adults include the monitoring of student progress, this project aims to assist in the monitoring of student progress for any adult student in a course which has identified student performance standards, but will mostly assist in monitoring and reporting progress for those students functioning at the lowest levels.

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Miccosukee Corporation: PROFESSIONAL STAFF DEVELOPMENT

The Miccosukee Tribe of Indians of Florida, through a Section 353 project, developed high interest/low level materials for use by adult learners which reflect the activities of daily Miccosukee life. The project was very successful and received Statewide and national recognition. The curriculum guide developed has been eagerly accepted by adult learners functioning below the 8th grade level. The new proposal consists of a **three-year plan** to design and produce a comprehensive set of insrtructional materials and workbooks which will reinforce the unique culture of the **Miccosukee adult learners**. At the same time, the learning materials will provide for the development of basic reading/math, and high level reading skills. "How to" and staff training materials will enable other groups to develop culturally relevant learning materials.

The **goal** for **year one** (95-96) is to introduce a textbook, curriculum guide and materials to adult learners with low math abilities. The products will reflect the lifestyle, history, work and daily activities of tribal members.

The **goal** for **year two** (96-97) is to provide Miccosukee adult learners with workbook materials in basic reading and applied mathematics which emphasize Miccosukee culture while encouraging development of reading and math competencies to enhance employment opportunities and activities of daily learning. Workbooks for adults with low reading and math abilities will be developed to facilitate self-paced learning at home.

The **goal** for **year three** (97-98) is to provide Miccosukee adult learners with instructional materials in higher level reading skills which reinforce facets of Miccosukee culture while providing reading skills appropriate for the GED, vocational and post-secondary education and daily living activities requiring reading skills at grade levels 9-12.

This project will have statewide and national significance. Its innovative approach incorporates the creation of culturally-specific materials that will allow Miccosukee adults to learn through tactile and kinesthetic instructional activities rather than visual activities only.

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INTERACTIVE ORAL COMMUNICATION COMPONENT (Orange County)

According to the U.S. Bureau of Census, in 1990, thirteen percent of the population of Orange County spoke a language other than English at home and considered themselves to have limited knowledge of English. The number of English proficient county residents has increased since then and has negatively affected the school systems. During 1993-1994, there were 6,489 adult LEP (limited English proficient) students served in ESOL courses, but only 5% of this number successfully participated in technical education courses. In order for **LEP adults** to successfully participate in these technical job prep programs or seek employment, it is necessary to function at a high level of English language proficiency. LEP students who want to pursue technical careers must master the spoken aspects of the language. Major concerns of technical instructors and employers are the inability to understand their LEP students/employees, and the inability to access their LEP students/ employees comprehension of instructions.

The **ultimate goal** of the Interactive Oral Communication Component (IOCC) is to assist LEP adults in achieving effective oral communication skills in job prep (technical education) and workplace situations. The IOCC coordinator will determine and document which language patterns are most used in the technical training classroom and in the workplace. The IOCC coordinator will also observe the oral communication difficulties which LEP adults most frequently encounter in these situations. Based upon this information, the coordinator will develop the necessary curriculum plan and identify appropriate materials and methodologies to be used in the IOCC classroom. Since oral communication is an active skill, Listening/Speaking classes will be held to focus on the identified patterns and to require students to use the pattern in communicative situations in the classroom. The IOCC coordinator will also identify the latest technology available in voice interactive software to be utilized on the computers available in the VESOL program in order to assist with individual problems that an LEP student may experience in pronunciation.

Since collaboration with ESOL, VESOL, and technical education instructors is required for the program's curriculum development, lines of communication will develop among academic and technical educators. These lines of communication will lead to an understanding of, and a sensitivity to, the difficulties the LEP adult faces when entering technical education and/or the workplace. The development and implementation of the IOCC will be a team effort, offering the student a blend of technical and academic education. The potential for teacher training will be ongoing during the project as the IOCC coordinator and instructors share information and learn from each other in an effort to provide the best possible services for the LEP adult student.

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The barrier created by the inability of LEP adults to communicate effectively in oral English is not limited to Orange County. The IOCC will document research, curriculum, materials and methods that work together to produce students who react and interact appropriately using the oral aspects of the English language. This documentation and experience will be shared with other districts through presentations at three state conferences: the Adult and Community Education Conference, the Sunshine State TESOL Conference and the Florida Vocational Education Conference.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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FLORIDA ADULT PRIMARY LANGUAGE SUPPORT PROJECT

(Palm Beach County School District)

Florida serves approximately 115,000 **LEP (Limited English Proficient) adult students** throughout Florida districts, libraries, community- based organizations and workplaces. It is estimated that as many as 20,000 or more of these students in South Florida function in their primary (home) languages below the third grade level. The identified languages include Haitian-Creole and Kanjobal/Spanish. In order to transition to ESOL Literacy in a timely and successful manner, these students benefit from ESOL classes using Primary Language Support as outlined in the Florida Adult ESOL Curriculum Frameworks. Unfortunately, there are very few commercially available materials. As a result, districts providing Primary Language Support currently depend on teachers, volunteers, or paraprofessionals to develop these materials as part of course delivery. This places a burden on personnel to develop materials while delivering services.

The **goals** of the Primary Language Support Project are: 1) to develop basic **literacy materials** in languages identified by Florida districts (specifically Haitian-Creole and Kanjobal/Spanish with support in English); 2) to develop a literacy **placement test** for adult LEP speakers of Kanjobal/Spanish; 3) to develop Primary Language Support Literacy **promotion tests** specifically in Haitian-Creole and Kanjobal/Spanish with support for transition to English in order to assist districts in the transition from basic Primary Language Support Literacy to ESOL Literacy; 4) to provide **sample lessons** for teachers and/or facilitators of Primary Language Support to use as models for Beginning and Transitional Primary Language/ESOL Literacy classes throughout Florida; and 5) to submit these materials to the Florida ACENET and the ERIC Clearinghouse for **dissemination**.

The **procedures** for this project include a solid implementation plan that directly involves Primary Language Support/ESOL personnel currently involved in Primary Support/ESOL throughout South Florida. Writing team members will be selected based on their submission of written samples according to a writing plan. The selected writing teams will then develop materials that may be used throughout the state by teachers, paraprofessionals, and volunteers. These materials will specifically address criteria in the Florida Adult ESOL Curriculum Frameworks.

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Educational Quality Indicator Program (EQuIP) for Adult Education Programs

(Santa Rosa County School Board)

The Western Panhandle Coalition in Phase Two of this project completed the training manual and initial resources based upon the quality indicators of adult education. The manual consists of nine focus areas that address each of the nine quality indicators. Modules have been developed which define each of the indicators and their descriptors. These modules give specific information, terms and examples that provide direction to the adult educator on implementation procedures that address the criteria for quality performance. Two conclusions have been derived from input received by workshop participants: 1) an overwhelming acceptance to the value of the manual by the practitioner in adult education and 2) the need for additional development of resources and manual refinement.

The Florida Atlantic University (IDEAL) 353 project *Diagnostic and Prescriptive Instrument of Quality Indicators* has produced a manual that correlates with this project. The IDEAL project (*DPI*) provides the diagnostic and prescriptive components for the quality indicators while Santa Rosa County's project, the *Adult and Community Quality Indicator Training Manual* (*ACQI*), provides the components of training for the quality indicators. Both agencies involved felt that the two models be combined into one for a comprehensive training manual. Therefore, the goals of this grant are: **1)** to field test and refine the training manual; **2)** to complete the resource directory; **3)** to coordinate the Florida IDEAL *DPI* project and the Santa Rosa County *ACQU* project; and **4)** to disseminate the manual and train adult education providers.

Six phases of development will be utilized. These phases are: 1) Thoroughly promote and pilot the project with adult educators statewide at a number of regional workshops and annual conferences where constructive criticisms, recommendations for additions or deletions, and changes in content are solicited in order to refine a truly adaptable training model. 2) In collaboration with the Florida Department of Education and other agencies involved in the initiatives to address the Indicators of Adult Education Program Quality, develop a plan for training. 3) Continue to identify, collect, categorize, and employ resources that will assist in the expansion of the training model. 4) Distribute the completed training model to all districts and interested educational agencies within the state. 5) Implement immediate use of the training manual within the Coalition. 6) Initiate a policy where the original training model is periodically examined by the coalition membership for continued relevancy and to publish revised materials that reflect current realities or situations within adult education.

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Adult Basic Education/ESOL: A Multi-Media Model for Adult ESOL Educators

The fact that the minority population of the United States will increase 47% by the year 2050 will impact American society as we know it today. Currently, there are an estimated 2 million non-English speakers in U.S. classrooms. According to the 1990 census, Seminole County is ranked as the third fastest growing Hispanic populated county in the United States. A definite and expanding need exists to provide English instruction to this population. **Seminole Community College** has already demonstrated its commitment to incorporate technology into the ESOL curriculum by purchasing nine computers with multi-media capability. The next project is to build a complete ESOL multi-media lab.

The **primary goal** of *A Multi-Media Model for Adult ESOL Leaders* is to provide **minority, limited English proficient (LEP), undereducated adults** basic and functional literacy skills. This proposal incorporates the development of a curriculum and training model whose major element is computer-assisted technology. This project will include the acquisition of software, the development of a model adult ESOL curriculum integrating computer technology, and training provided to adult ESOL educators in the community colleges which provide adult education in Florida.

The **objectives** of this project are: **1)** to provide an increase of student satisfaction of the target population due to the use of integrated computer assisted instruction within the curriculum as measured by a self-reporting survey at the end of each term; **2)** to develop an effective curriculum that places second language acquisition as the focus of instruction incorporating computer literacy skills which will be measured by the percentage of students demonstrating gains on departmental exams and by the number of students who advance to a higher level; **3)** to provide an increase in computer skills to the target population which will be measured by a pre and post computer literacy exercise; **4)** to provide training for adult ESOL educators in computer assisted instruction where effectiveness of this training will be shown by an evaluation survey at the end of the training sessions; and **5)** to provide a computer assisted curriculum that improves student retention measured by the number and percentage of students who remain in the program as compared to previous terms.

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Development of RITE Curriculum Materials (University of South Florida)

Responsible Inmate-Taught Education (RITE) was funded by the Bureau of Adult and Community Education during the 1993-1994 fiscal year. During that time, two RITE programs were conducted at Sumter Correctional Institution while one was conducted at Jefferson Correctional Institution for women. Together these programs trained over 40 college educated inmates as teaching assistants.

The **goal** of this project is to make available the RITE program through the creation and publication of curriculum materials which will include a comprehensive manual and video tapes of actual class presentations. The development of this project will enable **incarcerated adults and educationally disadvantaged adults** to read, write, and speak English, compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve their goals and develop their knowledge and potential. It will also provide instruction to the adult population lacking basic and functional literacy skills or competencies related to prose, document, and quantitative literacy skills.

The **objective** of the RITE Curriculum Materials Program will be to plan, develop, and standardize this 12-week intensive training program for college-degreed inmates who want to serve as teaching assistants in the prison system. The video tapes will include materials from the RITE programs at Sumter Correctional Institution and Jefferson Correctional Institution in which qualified inmates received instruction in curriculum and materials for low-level adults, the psychology of education, and teaching in prison school. The training materials and video tapes will make the RITE program transferable to other correctional facilities.

The RITE Curriculum Materials Program is intended to train adult basic education teaching assistants from the pool of college educated corrections inmates volunteering to participate in the RITE program. The curriculum training manual with its accompanying videos will make use of a quality instructional techniques approach for developing paraprofessional resources. As more RITE graduates move into the field and begin to make a difference in the services provided to remediate and/or train undereducated inmates, the program will be disseminated to other agencies throughout the country. The program has already attracted regional attention from state and federal prison correctional education administrators. With the standardization of the RITE program, incarcerated persons across the nation could enhance their own professional development by helping other inmates to learn.

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A.C.T. NOW (Assessment, Counseling, and Transitional Services) -
Suwannee County Schools

Suwannee-Hamilton Area Vocational Technical and Adult Center (SHAVTAC) implemented a model Competency Based Adult Education (CBAE) program in 1990. The annual CBAE enrollment has increased by 74%. The percentage of 16-18 year old students enrolling in CBAE classes has increased from 39% to 77%. The 16-18 year old student needs are increasingly greater because they are enrolling with fewer credits and have no defined educational/career goals. Local statistics also indicate that 65% of the CBAE graduates from the past five years are unemployed and have no defined education/career plans. Madison, Hamilton, Lafayette and Dixie counties demonstrated their need through their selection as TSIC II counties (Targeted Service Improvement Cluster) last year. Students in these five counties will benefit from the integrated system of services provided through *A.C.T. NOW*. **Two groups have been targeted for services; currently enrolled 16-18 year old CBAE/GED students and recent CBAE/GED graduates.**

The *A.C.T. NOW* model will use innovative methods in Assessment, Counseling, and Transitional services (A.C.T.). The model will be developed in **Suwannee County**, piloted in TSIC II, and disseminated throughout TSIC I, II, and III. The project, in collaboration with SHAVTAC's team of three expert, highly experienced adult educators, will ensure that students leave the project with well-defined career and/or educational goals and increased employment potential.

The **project goals** are: **1)** to develop a model delivery system that will match the individual student's strengths and with the requirements, needs, and expectations of local employers, training programs and/or the military; **2)** to ensure that students leave the project with well-defined education/career goals and increased employment potential; **3)** to pilot the model delivery system with students in TSIC II; and **4)** to disseminate the model in the thirteen TSIC counties.

This project will provide staff development for at least 25 adult education teachers, volunteers, and administrators from Suwannee and TSIC II counties. Training workshops, conducted quarterly, will include techniques, methods, and procedures developed an in the *A.C.T. NOW* model. These quarterly workshops will provide a forum for discussing project progress, receiving feedback from pilot sites, and modifying the program based on suggestions. The completed model will be available to any other interested Florida districts.

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Project TALENT: Using Technology to Assist Learners of English in Transition

(University of South Florida)

Many Pinellas ESOL students work their way through the ESOL program over a matter of years with their long range goal being the attainment of a GED or preparing for advanced academic or vocational study. In addition, research shows that many immigrants spend their first years working and after 5 or more years at the same job, decide to return to night school to improve their English in hopes of a future promotion or career change. All students who are enrolled in ESOL programs at the intermediate to advanced level have special needs in refining their English and in preparing for promotion into ABE/GED programs. These special needs include diagnostic assessment and individualized development of reading and writing skills, refinement of speaking and listening skills, and development of appropriate learner strategies. To prepare the students to achieve success upon transition into an ABE/GED program once they have attained a 9.0 reading level, there must be well defined and planned articulation between the ESOL and ABE/GED programs, collaboration and understanding between the ESOL, ABE/GED and adult high school instructors as well as development of the instructors' understanding of the special linguistic and cultural needs of **LEP (limited English proficient) students** enrolled in ABE/GED and adult high school classes.

The **goal** of *Project TALENT* is to facilitate the placement, instruction and promotion of LEP students in ESOL, ABE, GED and adult high school courses in Pinellas County by creating a technology-assisted model transitional program at Tarpon Springs Community School (TSCS) and extending this model to four additional schools in Pinellas County. At the conclusion of the project, an implementation plan will be developed to assist other Florida counties in replicating the model program.

The accomplishment of the nine program objectives will ensure a planned, cohesive sequence of instruction for LEP students from beginning ESOL through GED completion.

The **objectives** of *Project TALENT* are: **1)** to develop a computer-assisted diagnostic assessment and progress evaluation system (CMI system) for LEP students and a complementary portfolio assessment system; **2)** to implement the assessment system at TSCS and at four other community schools in Pinellas County; **3)** to create an advanced oral/aural skills course which includes instructional technology for LEP students; **4)** to enroll 15 students at TSCS in the model oral/aural skills course; **5)** to train 35 ABE, GED, ESOL and adult high school teachers about the linguistic/cultural difficulties of LEP students; **6)** to provide a model and training support for establishing transitional teams and mainstreaming plans among these teachers at seven community

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schools in Pinellas County; 7) to train these 35 teachers to use instructional technology in their classrooms and apply appropriate learning strategies; 8) to create a statewide instructional technology task force for adult ESOL which will serve as the advisory committee for this project and devise a plan for replicating the project's results in other counties throughout Florida and establish an ongoing group conference on the FIRN Network for Adult ESOL; and 9) to conduct detailed research on the program's effectiveness for publication and presentation at state and national conferences.

Additional information is available from the Florida Adult and Community Education Network (ACENET) and the director of the project. Please contact either for additional resources or information.

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EXCEL: Expanding Competencies of ESOL Leaders - Peer Coaching Training and Training for Administrators and School Personnel (University of South Florida)

As the number of immigrants and refugees who enter Florida continues to rise, an ever-increasing need exists for appropriate educational services which will enable them to become productive members of their communities. Many of these immigrants enroll in adult ESOL classes in which the teachers have little or no formal training in cross-cultural communication and understanding. Moreover, numerous limited English proficient (LEP) students enroll in adult basic education (ABE), general educational development (GED) or adult high school (AHS) classes either upon completing an ESOL program. In Hillsborough County and neighboring districts there is a need to develop a number of "ESOL Peer Coaches." There is also a need for **training workshops** in order to develop a kit of materials to ensure that ESOL, ABE and GED teachers are meeting the needs of the ESOL student. Training is also needed for school administrators and other school personnel.

The **goal** of Expanding Competencies of ESOL Leaders (EXCEL) Teacher Training Project is to develop specialized training materials and in-service training to **adult ESOL teachers** who will serve in their districts as "Adult ESOL Peer Coaches." In addition, the EXCEL project will provide ESOL training to school administrators and school personnel.

The **objectives** of this project are: **1)** to deliver 45 hours of training to adult ESOL teachers to serve as "ESOL Peer Coaches" in Hillsborough County and ESOL teachers from fourteen other districts from the USF service district areas; **2)** to develop a kit of materials to assist ABE, GED and ESOL teachers working with ESOL students; **3)** to deliver 12 hours of in-service to school administrators in Hillsborough County School District **4)** to deliver two 3 hour workshops which will be offered in two different regions for the other service districts; **5)** to deliver a 2 hour in-service training session for school personnel (counselors, secretary, staff, etc.) which will take place in Tampa and be delivered through distance learning; **6)** to disseminate videotape of 2 hour in-service training session for school personnel to participating districts; 7) to develop a resource handbook for school administrators and school personnel which will be distributed to school administrators and school personnel during the ESOL workshops; and **8)** to disseminate the EXCEL ESOL Resource Kit and the ESOL Resource Handbook at the Literacy Conference and Sunshine State TESOL Conference.

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Tutorial on Peer Learning Groups

Research in adult education indicates that peer learning groups aid in the development of self-directed learning. These groups provide support, exchange information, stimulate new ideas, and assist in locating resources. One of the most used and often successful types of peer learning groups in adult education is the "discussion group." When students have opportunities to test their behaviors and values by discussing them with others, they often become mote affective and accepting of divergent views. Learning to consider alternative views is a process many adult education students are striving to achieve. As a facilitator of discussion groups the teacher mat address the following steps to promote effective peer group learning.

1. Identify the traits of effective discussions. The topics discussed need to be of mutual interest. The conversation must have a purpose. Everyone in the group needs to have the opportunity to participate.

2. Explain the importance of all members participating. The success of group discussion lies in the balance of participation among the group members. As the leader, provide a secure atmosphere that encourages collaborative discussions.

3. Describe the four conditions that enhance group discussion and group learning:

Tutorial on Peer Learning Groups, continued

- Establish an appropriate culture for discussions which provides the guidelines and rules for all discussions.

- Determine the focus and purpose of the discussion before it begins.

- As the leader, be knowledgeable in the role of group dynamics. Facilitate discussion of apparent isolates. Re-direct focus of members who become too dominating of the discussion.

Encourage participants to develop and use their reasoning skills. This will help discussants be more aware of their own inconsistencies in thinking. Also, promote development of better communication skills for members so that their ideas and expressions are more easily understood.

The Six Principles of Facilitation

1. *Choosing to learn is a voluntary action*. Although external factors may serve as a catalyst to engage someone in learning, the ultimate role of choosing to learn is voluntary.

2. The goal in facilitative surroundings is to promote the self-worth of **ALL** participants.

3. Facilitative endeavors are cooperative engagements among the teacher and students. Needs assessment of all concerned are diagnosed, often resulting in re-negotiation of plans and priorities on the agenda. The accumulated experiences of all are seen as valuable, and learning is geared to capitalize on these rich resources.

4. Participants engage in ***praxis.*** Praxis entails exploration, action, and reflection of all participants. ***Exploration*** of new concepts, skills, etc. occur within the framework of a learner's past, present, and future experiences. ***Action*** entails taking new knowledge gleaned and using it in everyday life situations. Applying skills learned through exploration is essential. As new skills, knowledge, etc. are applied, various results may occur.

   This often leads one to ***reflect*** about the appropriateness of one's actions. If one perceives discrepancies or confusion related to this process, one may decide that ***more*** learning is necessary to create a firmer grounding in the knowledge needed. This results in "exploration" again, and the cycle continues. This process, called **praxis,** that of exploring, acting, and reflecting is frequently utilized in various training settings.

The Six Principles of Facilitation, cont.

5. ***Critical awareness*** is an underlying principle inherent in effective facilitation. Participants need to be aware how one's knowledge, beliefs, values, and behaviors influence the educational culture. Hopefully, the teacher/facilitator will promote delving into these topics in such a manner that students will become increasingly aware of alternative approaches and perspectives in dealing with their personal endeavor. A healthy skepticism and questioning mind are indicative of one possessing critical awareness.

6. Development of ***self-directed learners*** is an ultimate goal of programs implementing facilitative learning. Teachers who aid students in gaining control over their educational goals, as well as in self-evaluation of progress toward achieving such goals, are truly facilitating the learning process.

Methods of Facilitation

Discussion

The discussion method encourages equal participation, among all participants, and democratic interchanges; therefore, the discussion technique is encouraged in adult education circles. Discussion sessions may range from those in which the teacher exhibits a great degree of control of the discussion to those where the approach is free-flowing and uses the discussions as springboards for possible new learning. The latter approach is more compatible with the transactional process and with the role of facilitator.

Discussions afford the participants:

- multiple perspectives on issues, themes, and topics
- clarity in realizing, through verbalization, one's underlying values and beliefs and the often subconscious premise one is working from when making decisions and acting
- awareness of how complex and ambiguous many issues may be

Learning Contracts

Learning contracts vary in design, but each requires specific characteristics. Learning contracts may be totally constructed by the learner; however, often they are established by both the teacher and students, with learning activities centered around agreed upon learning objectives. It is essential that students understand the value in such an approach. Learning contracts provide a method which promotes self-direction, consider individual learning styles, allow self-pacing, and are flexible to an individual's degree of readiness of risk taking and challenges.

Methods of Facilitation, cont.

Mentoring

The term mentor represents several roles that one may associate with another. Such names as sponsor, counselor, advocate, coach, and challenger are often used interchangeably with the term mentor. Mentoring allows a bond to develop that links the teacher/student to a commitment of risk-taking and new learning.

The mentor encourages the student to challenge old ideas and embrace new ones. The mentor assists the student in addressing old modes of thinking that have been ineffective and troublesome in the past. Furthermore, the mentor helps the student to connect new learning to personal life experiences. Both the mentor and mentee grow from the experience.

The functions of the mentoring relationship are three-fold:

- to support
- to challenge
- to assist students in focusing their vision

Case Method

The "case method" approach is an excellent tool to address the past, present, and future experiential bases of trainees. The core of case method is learning from personal experiences. One's reaching understanding of specific case methods develops according to past experiences. Similarly, the case method works through present experiences from the interactions among the participants in the training who infuse the case with their own life experiences. Finally, it guides the future actions of trainees by developing skills deemed useful for trainees in their future endeavors.

Methods of Facilitation, cont.

Implementation of this method entails several characteristics, including

- group size of from six to 20
- a case to study, which may be hypothetical or real
- directions for studying the case
- formulation of decisions or recommendations resulting in a plan of action